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ABSTRACT

Reports from the California State University, the University of California, and the California community colleges consider their roles in the Pacific Rim region. The Pacific Rim includes all lands with at least a portion of their coastlines fronting on the Pacific Ocean. Of concern are: the need for changes in program offerings and exchange programs, the need for Pacific Rim specialists, the need for exchanges between scholars, the need for computerized information exchanges, and the need for Pacific Rim centers. Major recommendations of the California State University concern: internationalization of the curriculum, language and culture, internationalization of the business curriculum, student internships in Pacific Rim countries, teacher preparation for instruction about the Pacific Rim, foreign students from the Pacific Rim, and international food and agricultural development. Included are: an inventory of University of California programs related to Pacific Rim countries; examples of Pacific Rim area courses in University of California disciplines other than language and area studies; and education abroad centers and programs being developed by the University of California. (SW)

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Summary

This is a companion volume to Commission Report 87-24, *Looking to California's Pacific Neighborhood: A Report to the Governor and Legislature in Response to Assembly Concurrent Resolution 82 (1986).*

Through that resolution, the Legislature requested the University of California, the California State University, and the California Community Colleges to report to the Commission by March 1, 1987, on their assessment of the need for several categories of educational resources pertinent to the Pacific Rim -- some three dozen countries bordering the Pacific Ocean. It also directed the Commission to analyze and compile these reports and make recommendations to the Legislature and Governor no later than July 1, 1987.

This document consists of the three reports from the segments -- that of the Chancellery of the California Community Colleges on pages 1-102, the California State University on pages 103-172, and the University of California on pages 173-337. *Looking to California's Pacific Neighborhood* (Commission Report 87-24) consists of the Commission's response to these three reports and discusses statewide policy issues about the Pacific rim and basin that those reports raise.

Additional copies of both documents may be obtained without charge from the Publications Office of the Commission. Further information about them may be obtained from Dale M. Heckman of the Commission staff at (916) 322-8023.

INSTITUTIONAL REPORTS ON PACIFIC RIM PROGRAMS

Submissions by the California Community Colleges, the California State University, and the University of California in Response to Assembly Concurrent Resolution 82 (1986)

CALIFORNIA POSTSECONDARY EDUCATION COMMISSION
Third Floor • 1020 Twelfth Street • Sacramento, California 95814-3985

COMMISSION REPORT 87-25
PUBLISHED JUNE 1987

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FOREWORD

Scholars predict that the twenty-first century will be known as the "Pacific Century." Unquestionably, there has been a significant shift of trade, innovation, and cultural influence to those nations which surround the Pacific. This shift cannot go unnoticed. It requires that we improve our understanding of the region and develop long-term strategies to increase our effectiveness among Pacific Rim countries.

Until now, the response of the educational community has been largely piecemeal. In recognition of the need to undertake a major study and to bring the public postsecondary institutions together, the Legislature adopted a resolution requiring the community colleges, California State University, and the University of California to determine what role they should play.

This report summarizes the contributions which California's community colleges can make to improving the state's economic position and its leadership role within the Pacific Rim. Our colleges can make a significant contribution by increasing the awareness of the economic and cultural impact of the Pacific Rim countries and by improving the exchange of information that needs to be shared among colleges, businesses, and foreign nations.

We look forward to the continued examination of our programs and course offerings to assure that they adequately respond to the growing influence of the Pacific region.

JOSHUA L. SMITH
Chancellor

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EXECUTIVE SUMMARY

The "Pacific Century" is dawning and with it dawns unparalleled promise -- and unparalleled threat -- to the economy and lifestyle of California.

ACR Mandate

As a result of the growing interest in Pacific Rim issues, the Legislature passed ACR 82, which instructed each segment of public higher education in California to:

A. Define its contribution to "meeting the needs of the state in furthering [California's] economic position and leadership within the Pacific Rim" and to "carrying out its responsibilities to immigrants of Pacific Rim Countries. . . ," and

B. Assess the need for:

1. Pacific Rim specialists
2. Scholarly exchanges
3. Program changes and exchange programs
4. Computer exchanges of information
5. A Center for Pacific Rim studies.

Community College Response

A. Community College Contributions to Furthering Pacific Rim Relations

Community colleges can contribute to furthering Pacific Rim relations through:

1. raising awareness in the general populace of the importance of the Pacific Rim to California;

2. attracting students -- especially minority students -- into Pacific Rim specialties, not only at the associate degree level, but also for transfer into baccalaureate majors at CSU and UC;

3. supporting Pacific Rim-related economic development in local communities and assuring a Pacific Rim component in vocational preparation, wherever appropriate.

B. Specific ACR Issues

1. *Pacific Rim Specialists*

Such specialists would be essential for carrying out necessary curriculum and staff development. They would also serve as community resources. They should be locally available, not closeted in a distant research center. Such specialists already exist on many community college campuses, but, to date, poor use has been made of their expertise.

Pacific Rim specialization is highly desirable for experienced employees, but is risky for traditional students, unless a specific job market is available for their skills.

2. *Scholarly Exchanges*

Exchanges would, without question, be of value. Pacific Rim countries regard California community colleges as a model delivery system for rapidly injecting technical expertise into a large and diverse labor force. Community college faculty involved in vocational education are welcome in Pacific Rim countries for their double expertise in up-to-date technical knowledge and sophisticated instructional technique.

3. *Program Changes and Exchange Programs*

The following are recommended:

- incorporation of Pacific Rim components in introductory general education and occupational courses where they are appropriate in order to assure that each student will have had such exposure in at least one such course;
- consideration of associate degree programs in Pacific Rim studies and/or foreign languages;
- consolidation of existing courses and development of some new ones to create programs in regional studies for Pacific Rim countries;
- expansion of existing study-abroad programs, with rigorous guidelines, and increases in scholarship aid for low income students.

4. *Computer Exchanges of Information*

Such exchanges would be desirable, but are considered out of the question until domestic computer links are strengthened. Community colleges might, for example, be linked into the recently developed CSU computer network. A less expensive asset would be satellite disks permitting reception of broadcasts from Pacific Rim countries and teleconferences with faculties and student bodies abroad.

5. *A Center for Pacific Rim Studies*

A Center should have at least one location each in Northern and Southern California. Since travel and research funds are so limited in the community colleges, a center would be of direct value to them only if it were designed for the effective dissemination of information. On the other hand, locally based economic development institutes, possibly associated with world trade centers, and sited throughout the state, would be of great value in furthering California's "economic position and leadership within the Pacific Rim region."

Prepared by Nancy C. Glock Ed.D.

Educational Standards and Evaluation Unit

INTRODUCTION

Our shift from creditor nation to debtor, Japan's rise to economic dominance, the rapidly developing economies of other Pacific Rim nations, the influx of new Americans who trace their roots to Asia and Mexico and elsewhere on the Pacific -- all these forces necessitate a fundamental reorientation in our thinking.

In all our schooling, from kindergarten on, whatever sense of cultural heritage we have has come primarily from Europe. We study the history of Western Civilization, European languages, philosophy, art, music, literature; trace our political and cultural institutions to ancient Mediterranean cities and wandering Germanic tribes; and determine the fate of our country by debating economic and political theories authored by Europeans. Residing on the rim of the Pacific, we have yet continued to look back toward Europe.

Now, with the economic center of world trade shifting East, and the cultural origins of so many of us now traced to Asia and Latin America, the time has come to balance our understanding of Western civilization and our training in Western management and political theory with study of the cultures and business practices and legal structures and histories and languages of the peoples who surround the Pacific.

Recognizing the necessity to develop an effective educational response to these changes in our economy and society, the Legislature passed **Assembly Concurrent Resolution Number 82 -- Relative to International Studies in July 1986.** This resolution required that, by March 1, 1987, each segment of higher education report to the California Postsecondary Education Commission the results of:

> *a study of [its] role . . . in meeting the needs of the state in furthering its economic position and leadership within the Pacific Rim region and in carrying out its responsibilities to immigrants of Pacific Rim countries, including but not limited to, an assessment of the need for all of the following:*
>
> 1. *Pacific Rim specialists;*
>
> 2. *Increased interchange among scholars in countries of the Pacific Rim;*
>
> 3. *Changes in current educational program offerings and exchange programs bearing on Pacific Rim studies;*
>
> 4. *Enhancing the exchange of information and ideas through improved computer communication systems among University of California,*

California State University, and community college campuses and university and college campuses in other Pacific Rim countries;

5. *Establishment of a Center for Pacific Rim Studies, to fulfill research and public service functions pertaining to the Pacific Rim area.*

Methodology

To answer the questions posed in ACR 82, the Chancellor's Office:

1. *Conducted interviews* lasting from one to two hours apiece with ten college presidents, deans of curriculum or of continuing education, and faculty with particular expertise or interest in international studies. The interviews explored the respondents' perceptions of the proper role of community colleges in dealing with the Pacific Rim and also their views on the understanding of needs in the five areas specifically addressed in ACR 82. (See Appendix for list of respondents and interview questions and topics.) These comments were supplemented with information and insights gained from discussions with Chancellor's Office vocational education specialists involved in community development activities and with two Southeast Asian students and one Caucasian student.

2. *Summarized data* from the Student Profile and Course Activity Measures maintained by the Chancellor's Office. Unfortunately, it was possible to select only two data elements by specific country or region: "country student graduated high school" and "foreign language instruction." As data are currently maintained, except for foreign languages, neither courses nor programs are readily identifiable as regional studies. (The structure of the data base is itself one small indicator of the need for greater awareness of other cultures as a focus of study and concern.)

3. *Analyzed reports* dealing with recent shifts in California's economy and postsecondary responses, as follows:

   The Future of the Pacific Rim is Now: Report of the Commission on the Pacific Rim. California State University. December 1986.

   Study Abroad Programs and Related Fund for Instructional Improvement Grant Application for 1986-87. Board of Governors Agenda Item., July 10-11, 1986.

   California Higher Education: The Challenge of the 21st Century. Tom Hayden, California Assembly.

   California Engineering Foundation, Conference on Technology, Industrial Competitiveness, and State Policy. "Executive Summary." November 1985.

   California: The State and its Educational System. Harold L. Hodgkinson. Institute for Educational Leadership. 1986.

   International Business Education Programs in the California Community Colleges. Santiago V. Wood, Ed.D. Vista College. 1985-86.

THREE CONTRIBUTIONS OF THE COMMUNITY COLLEGE SYSTEM TO PACIFIC RIM UNDERSTANDING

The Legislature, in its Assembly Concurrent Resolution 82, was generally concerned to determine the contributions all three of the higher education segments could make toward "furthering California's economic position and leadership within the Pacific Rim."

Historically, the community colleges have been the least involved in international studies since such programs have traditionally been regarded as primarily "upper division" and "academic." But, under the new circumstances so dramatically recounted in recent reports (see bibliography on previous page) and in ACR 82 itself, this relative indifference of the community colleges to foreign studies must be re-examined. To begin this re-examination, the Chancellor's Office asked community college administrators, known for their leadership in this area, to discuss in depth their perceptions regarding the potential role of the community colleges in advocating the interests of our state in the Pacific Rim.

Summary of Respondents Comments on Community College Contributions

Respondents' answers can be grouped into the following major categories:

1. *Increasing the awareness of the general population regarding the importance of the Pacific Rim to California.*

   Most Californians have misgivings regarding the value of international education. In fact, the largest impediment to the otherwise promising educational and industrial initiatives that could be directed toward Pacific Rim countries is the indifference of a public that has not yet realized the full significance of economic shifts that have, after all, occurred but very recently. Few statewide programs will gain much support until the basic skepticism regarding the value of foreign study is overcome.

   The community colleges are well suited to bringing the urgency of these matters to the population at large. Geographically dispersed, deeply entwined in their own communities, involved with local industry, supplying a variety of service courses to members of the community of all ages, updating small business owners and employees facing career changes, and helping people new to academic life figure out realistic goals -- serving an unbelievably diverse student body -- the community colleges have the best opportunity to build a knowledgeable constituency among California's citizens.

   Without such a constituency, efforts to institute programs of international study would quickly reach the limits of available interest and public patience.

Their expansion could thus be halted far short of what is needed to assure our continued economic prosperity.

Community colleges are in a position to make curricular changes which would assure that most of the 1.1 million students in attendance would gain at least some familiarity with Pacific Rim cultures. (See Issue #3, "Program Changes," p. 8.)

2. *Attracting students -- especially minority students -- into Pacific Rim studies, not only at the associate degree level, but also for transfer into baccalaureate majors at CSU and UC.*

   A major difficulty in developing specialized programs and majors in regional studies, international business, etc., is that few students select such seemingly esoteric subjects. If such programs at four-year colleges are to succeed in having the impact upon California's future that the situation requires then, it is essential that many more students become involved, taking at least minors in these subjects. And the students who must make such decisions to specialize are, many of them, in the community colleges.

   Roughly one-half of all CSU students and one-fourth of all UC students complete their lower division work in the California Community College system. Thus, the same program changes designed to acquaint most students in the community colleges with Pacific Rim cultures can also be used to attract more students to in-depth studies at the four-year colleges. Moreover, if these specialized programs are going to serve in part to permit immigrant students to study their own heritage, and to prepare for Pacific Rim oriented occupations, then the community colleges must be centrally involved, for that is where most immigrant and non-white students are to be found. (See Issue #1, "Pacific Rim Specialists," p. 25.)

3. *Supporting Pacific-Rim-related economic development in local communities and assuring a Pacific Rim component in vocational preparation, wherever appropriate.*

   To make the most of the "rim of opportunity," as described by Assemblyman Tom Hayden, California must be prepared to cooperate with business and industry to aggressively seek out profitable business relationships with Pacific Rim nations. A key component in this effort is a close working partnership among government, business, and higher education -- particularly community colleges. The role of the community colleges in this partnership would be to assure companies interested in locating in California that their needs for employee training can be readily and inexpensively met in their immediate communities.

Indeed, California is coming late to this concept of partnership between education and commerce and has already been hurt in competition with other states by the lack of such a fully developed partnership. Working with their own community college systems, the Carolinas, Georgia, Arkansas, Florida, Kentucky, and Massachusetts have all created "packages" designed to reduce the "cost of doing business" in their states -- and then have gone out and marketed these packages to Pacific Rim countries, attracting them to bypass the much-closer state of California and locate on the Eastern seaboard! (See Issue #5, "Pacific Rim Center," p. 35.) On the other hand, California's community colleges have been known for their well-developed local advisory councils for occuaptional education. To adopt an effective "Pacific partnership" then would just be a matter of duplicating that expertise in the area of multinational education.

Analysis of Respondents' Comments

The above comments are the distillation of a great deal of thoughtful discussion by respondents. As such, no brief analysis here could do them justice. They merit the further attention of the Board of Governors of the California Community Colleges. To provide a focus for that attention, the following recommendations are offered for discussion:

1. *The Board of Governors of the California Community Colleges should consider formulation of a policy endorsing local policies and programs designed to increase multi-cultural knowledge, understanding, and the skills necessary for working with Pacific Rim countries and those who have emigrated from them.*

2. *This policy should specifically encourage community colleges to build upon their existing strengths in researching job markets to better determine (a) the need for such skills and knowledge in a variety of occupations and (b) the need for people educated in Pacific Rim specialties, distinguishing between the need for such training in newly emerging workers and in experienced employees.*

3. *This policy should also carefully delineate such constraints and obligations as are essential to assure that Board policies regarding academic standards, general education preparation, and access are adhered to and, moreover, that such programs fulfill, rather than in any way undermine, the mission of the community colleges.*

4. *The Board of Governors should direct the Chancellor's Office to reassess its current policies and practices: (1) to determine whether they hamper the development of effective Pacific Rim programs, and (2) to modify or remove these impediments wherever they are not otherwise necessary to assure #3 above.*

5. *In connection with the work anticipated on a core curriculum, the Board of Governors should direct the Chancellor to assess the need for establishing "global awareness" as a component.*

SPECIFIC ACR ISSUES

Issue 3:

The Need for Changes in Program Offerings and Exchange Programs

> *Note: Because respondents had the most to say regarding actual and proposed programs, Issue #3 in the ACR, and because what they had to say about them actually provides essential background to the other questions, this report treats the following topic first:*
>
> *What need is there for changes in current educational program offerings and exchange programs bearing on Pacific Rim studies?"*

Summary of Respondents' Comments and Analysis

Comments regarding this topic can be grouped into three categories:

1. Changes in curriculum and course requirements (discussed on p. 9);
2. Development or enhancement of regional studies programs (discussed on pp. 13);
3. Development or expansion of study-abroad programs. Expansion of foreign language offerings is also under consideration in those areas where increased demand can support it (discussed on pp. 15).

1. Changes in Curriculum and Course Requirements: Summary of Responses

(The changes mentioned below have not yet been implemented, but are under serious consideration on the campuses of most of the respondents.)

a. *"Internationalization" of Courses*

Incorporation of a Pacific Rim or "global" perspective in some or all courses for which it is appropriate, including business and vocational courses, as well as the social sciences, humanities and communications.

Some version of this approach was endorsed by all respondents and several were in various stages of trying to implement it on their campuses. The least disruptive and most widely accepted version of this recommendation was that the community colleges follow the lead of the state Department of Education which now requires that students gain a "global perspective" in K-12 (by studying, e.g., "World Civilizations" rather than "Western Civilization.")

A series of workshops on "globalizing" the curriculum was held in 1983-84 by Los Angeles Harbor College and the Institute for International Programs at Los Angeles City College. More recently, the California Community Colleges for International Education, a consortium, has been funded by the Fund for Instructional Improvement to provide similar workshops.

b. *Changes in Degree Requirements*

Several districts are currently weighing the possibility of adding to the requirements for the associate degree on their campus(es). Respondents also recommended that the Board of Governors supplement existing regulations governing statewide general education requirements for the associate degree to include one of the following:

Option #1: a course on the Pacific Rim or on the Eastern Hemisphere;

Option #2: a requirement that at least one of the general education courses include a global (or a "Pacific Rim" or "Eastern Hemisphere") component or emphasis;

Option #3: the study of a foreign language.

Pacific Rim Languages Now Taught

Language	Community College Enrollment 1986
Spanish	32,114
Japanese*	2,068
Chinese	1,490
Russian	481
Filipino	153

* Some reported growing interest in Business Japanese

Analysis of Respondents' Comments Regarding Changes in Courses and Curriculum Requirements

a. *"Internationalization" of Courses*

In order to raise the general level of interest in and knowledge about the Pacific Rim among large numbers of Californians, curriculum changes of the kind proposed would be essential. In fact, they might be the most important single contribution the community colleges would make to furthering California's "economic position and leadership within the Pacific Rim region" and also to "carrying out its responsibilities to immigrants of the Pacific Rim countries."

Modification of the curriculum sufficient to incorporate a Pacific Rim perspective in all appropriate courses would have the most far-reaching impact, but it would also be the most ambitious undertaking, requiring both:

1) extensive involvement and commitment from faculty, and
2) the acquisition of new knowledge.

Extensive curriculum development and faculty training effort would be involved. New materials would have to be developed in dozens of fields; faculty in most fields would need at least a locally provided workshop, and some *70,000 courses* would need at least cursory assessment to determine whether a "global perspective" or "Pacific Rim" emphasis were appropriate. Thousands of courses would then need at least some redevelopment to incorporate the new perspectives and materials. Curriculum modification taken on such a broad scale would thus be a costly undertaking.

b. *Changes in Degree Requirements*

Option 1: New Courses

Rather than modify all appropriate courses, another approach would be to first design an entirely new course that covered the key points, and then add this course as a further degree requirement. This approach could indeed expose most students to a global perspective (see Option #1, above). Unfortunately, it would also have the disadvantage of requiring three more units, thus cutting down on the time available for other courses and possibly necessitating program modifications throughout the state.

Option #2: *Modification of some general education courses*

Working with existing degree requirements, but making slight modifications (as in Option #2 above) could raise Pacific Rim awareness without burdening students with further units. This approach could be combined with a statewide effort to modify all appropriate general education survey courses to incorporate Pacific Rim material -- a less ambitious, and less intrusive, approach.

One drawback, however, is that such an approach would still *miss nondegree students* and should thus be supplemented by an effort to identify ways that Pacific Rim perspectives could be incorporated into the requirements of appropriate *certificate* programs, as well. Whatever changes are made in the curriculum, it is **especially important that business and vocational students be accounted for.** In particular, it is essential that such students understand the probable impact of future trends on their own occupations. For example, they should know that four out of five jobs in California and most new employment will be affected by our relations with Pacific Rim countries.

Option #3: *Foreign language requirement*

It does not appear feasible to require a foreign language for the associate degree. Formal language study of one or two years, unaccompanied by immersion in the language and not followed up with continued exposure, rarely brings effective fluency in a language, although it does engender some cultural understanding. (Cultural understanding, however, can also be acquired effectively and more efficiently in a course designed specifically for that purpose.)

Language study is sufficiently difficult and time consuming that to make it a degree requirement might significantly reduce the number of associate degrees awarded. (Foreign language could still be required for transfer students, for those in regional studies, and for selected occupations such as hotel management.)

2. Regional Studies Programs: Summary of Responses

Respondents reported plans in a number of colleges to (a) combine existing courses and (b) add a few new ones, where necessary, to create new regional studies programs. Such programs are usually designed in cooperation with the UC and CSU systems so that students wishing to transfer into such a major may readily do so.

Example: Chinese Studies, a City College of San Francisco program, shows what can be done along these lines, especially where a large minority community exists:

San Francisco City College

Chinese Studies

Anthro 18-19	*China: Tradition and Revolution*
Art 1D	*Oriental Art*
20	*Chinese Art*
Chinese 1, 1A-b, 2, 3 & 4	*Mandarin*
10A-C	*Conversational Cantonese*
12A-B	*Conversational Mandarin*
14A-C	*Intensive Conversational Mandarin for Chinese-Speaking Students*
16-17	*Chinese Characters*
29A-B	*Chinese Literature in Translation*
39-49	*Major Achievements of Chinese Thought and Culture*
History 35A-B	*History of China*
44	*Comparative History of Overseas China*
Interdept. Studies 27A-B	*Asian Humanities*
44	*Ethnic Minorities in the U.S.*
Music 24	*Music of East Asia*
Political Science 35	*Government and Politics of East Asia*
Psychology 22-23	*Psychology of Minority Groups*

San Francisco also has a program in Filipino Studies.

Analysis of Respondents' Comments Regarding Regional Studies Programs

Note: The Program Inventory maintained by the Chancellor's Office no longer lists "Area Studies" programs -- and never did list them by region -- so no data on current offerings systemwide are readily available.

Regional studies programs would most benefit:

- *transfer* students and students seeking expertise in Pacific Rim countries, at the lower division, introductory or "survey" level;

- *nontransfer* students seeking to enter a career field upon completion of an associate degree.

- *reverse transfer* students supplementing their existing professional expertise;

Traditional students who, on the other hand, are entering the job market for the first time, should enter with more occupational skills at their disposal than just "Pacific Rim expertise." (See analysis under "Pacific Rim Specialists," p. 15.)

3. Study-Abroad Programs: Summary of Responses

A number of colleges offer study-abroad programs, most of them as members of the California Colleges for International Education. This consortium, described more fully below, not only provides expertise and encouragement, but it also permits campuses too small to support their own programs to send students abroad in groups with students from other campuses.

Partly as a result of these efforts, colleges reported that in 1985-86 (including summer 1986) 2,293 community college students studied abroad. The following table, taken from Appendix C of the July 1986 Board of Governors Agenda Item, "Study-Abroad Programs . . .", summarizes these data. It is noteworthy that very few of these foreign study programs involve Pacific Rim countries. (Exact figures are not available, since Pacific Rim countries are here combined with other countries, but the preponderance of European courses is nonetheless evident.)

Among the strongest of study-abroad programs serving the Pacific Rim are those listed below. Mexican programs are to be found on many campuses, and have existed for years. Programs for other "Pacific Rim" countries, however, are quite recent. Drawing from other campuses as well, the following programs typically have 18 to 35 participants a year:

Santa Barbara	*Time*	*Cost*
Mexico	4 wks/6 units	$ 800
Japan & China	15 wks/15-17 units	$ 3,600
New Zealand (in Earth Sciences)	15 wks/15 units	$ 2,750
San Francisco		
Semester in Japan	15 units	$ 3,850
Business in Japan	3 wks/3 units	$ 2,575
Japan: Journey through a Culture	3 units	$ 2,800
China: 25 Day Study Tour	3 units	$ 3,850

Other colleges, such as Hartnell and Palomar, have set up short tours courses. Hartnell has sent several groups of low-income students to Japan and Hong Kong, using discretionary funds. Palomar has also run short sessions -- such as a "Fashion Design" course for one week in Hong Kong over Easter. In both of these cases, administrators felt keenly the importance of taking students from low-income backgrounds who had traveled little in order to help them understand the relation of their occupations to our nearest trading partners. As Angelo Carli of Palomar put it, "I want them to know that fashion is being done all over the world, not just in downtown San Marcos."

Courses Offered Abroad by Instructional Area
Fall 1985 through Summer 1986

Instructional Area	Number of Courses*	Number of Students	Countries and/or Islands
Credit			
French Language & Culture	58	473	France
Spanish Language & Culture	39	353	Mexico, Spain
English Language, Literature & Culture	25	344	England, Mexico
European Literature & Culture	8	83	Belgium, England, France, Holland, Italy
Educational Study Tours	7	96	Belgium, China, France, Holland, Italy, Mexico, Russia
Chinese Language & Culture	6	40	China
Art	5	98	Belgium, China, England, France, Greece, Italy, Spain
Geography	5	123	Australia, England, Mexico, New Zealand, Peru
Japanese Language & Culture	4	Unknown	Japan
German Language & Culture	3	6	Germany
Portuguese Language & Culture	3	17	Brazil
Biology	3	63	Australia, Jamaica, Mexico
Child Development	2	54	Australia, New Zealand
History	2	80	China, England, Mexico
Pyschology	2	77	Hawaii, Mexico
Social Science	1	15	China
Culinary Arts	1	21	France, Greece, Italy
Ornamental Horticulture	1	20	England, France
Total Credit	175	1,963	
Community Services			
Educational Study Tours	14	271	Australia, Austria, Bahamas, British Isles, China, England, France, Italy, Kenya, Mexico, Norway, Peru, Scandinavian Countries, Spain, Switzerland, West Germany
Art	2	36	Austria, England, Germany, Switzerland, Russia
Nursing	1	23	China
Total Community Services	17	330	
Total Credit & Community Services	192	2,293	

*Available for student selection.

A number of respondents made this point, especially those in more remote areas, such as Butte Community College. They all expressed the view that it was especially important that the relatively unsophisticated students often served by the community colleges gain the opportunity to explore first-hand the larger world. Without such opportunities, these respondents argued, their students would be handicapped in, or even shut out from, the jobs of tomorrow because of their culturally limited perspectives.

Analysis of Respondents' Comments Regarding Study-Abroad Programs

As the "Pacific Century" draws closer, interest in studying in Pacific Rim countries has been growing, yet the development of appropriate programs has been much hampered by two problems: (a) the primarily European orientation of those setting up and those choosing study-abroad programs and (b) uncertainties as to the legitimacy of community colleges offering any study-abroad program.

European Orientation

As shown by the previous table (Courses Offered Abroad by Instructional Area, Fall 1985 through Summer 1986), European countries are disproportionately represented in study-abroad programs. This unbalance results partly from the fact that European languages are taught with so much greater frequency than Pacific Rim languages(except Spanish). It also reflects the fact that community college instructors are more familiar with Europe and better understand how to set up programs there, where accommodations and laws are closer to those of the United States. It also reflects the preference of students whose entire educations have oriented them to viewing European culture as their true heritage.

It is evident that to merely expand study-abroad programs, or even to strengthen them, might do little to increase our understanding of the Pacific Rim unless the expansion were to occur specifically in Pacific Rim programs.

Thus, rather than emphasize study-abroad or other regional studies programs, it may be better to first emphasize curricular changes in the general and occupational courses. Unless general education and other introductory courses take account of the Pacific Rim, most students will not give it serious consideration when seeking foreign study.

Study-abroad programs oriented to the Pacific Rim might also come closer to parity if state policies granted them priority status -- and perhaps some special funding, at least until participation became more balanced.

Uncertainties Regarding Legitimacy

Every respondent brought up this concern, pointing to frequent inquiries from college administrators, district boards, and the public that put such programs on the defensive.

In short, we doubt the value of international education as our economic competitors abroad do not spend six to ten years of their lives studying our language. Poor countries, they yet spend precious dollars sending their people here, by the tens of thousands, to study us and our technology and our consumer habits and our management techniques and our automobile repairing techniques and even our community college teaching techniques. Flattering, no doubt, but also dangerous if, in our smugness, we fail to return the compliment and come to know them as well as they know us.

Some other states are not taking this risk. The community college system of Florida, for example, maintains three full-time faculty abroad, in three critical locations, and sends thousands of students abroad to study each year. Florida has also aggressively marketed its educational system and low "cost of doing business" to countries throughout the world The combination of their obvious willingness to understand the culture of foreign investors and entrepreneurs, their commitment to education, and their effective marketing have paid off. Pacific Rim-based investments and plant locations have gone to Florida -- investments and plant locations that might well have come to California instead, if we had been as assiduous. *The potential benefits of study abroad are thus not only to the student, whose lifelong perspectives can be enriched, but to the economy of California as well.*

Study-Abroad: Board of Governors Concerns

Mere "travel" without adequate preparation, supervision, and follow-through is unlikely to yield benefits either to the student or the state. It could, in fact, reinforce negative stereotypes. The very importance of these programs makes it all the more essential that they be rigorously conducted. Recognizing this fact, *in May of 1986, the Board of Governors asked for a report on Study-Abroad Programs in the community colleges.* At that time, and since, Board members have raised serious questions regarding study abroad in three areas: *quality, equity, and mission.*

Quality

Programs conducted far from the main campus, with perhaps more interest in attracting enough students to fill a chartered plane than in assuring their seriousness as students, are vulnerable to erosion of standards. And, indeed, rigor has sometimes been absent.

Since study-abroad programs have not traditionally been regarded as a part of either lower-division or vocational preparation, "travel-study" programs, where they existed, have often been offered first under the "recreational" or community service functions of the community colleges. Such programs have not had to set any requirements of participants -- except, of course, the ability to pay the airfare. Subsequent credit programs may then suffer from the original perceptions of the purposes and requirements of the program, thus undermining its academic integrity.

Today, however, this situation is changing rapidly. A new crop of study-abroad programs have sprung up, quite different from the old. These programs have arisen in recognition of the necessity for all community college students, vocational as well as transfer, to understand the rapidly shrinking modern world. These new study-abroad programs stress academic requirements, typically requiring harder work than even regular classes, with great intensity of effort and seriousness of purpose.

California Community Colleges for International Education: A Consortium

Recognizing the need for improving study-abroad programs, a consortium called the "California Community Colleges for International Education" was formed in 1984. The consortium, comprised of about 30 colleges:

- facilitates enrollment for study abroad across different campuses;
- establishes high standards of rigor for study abroad programs;
- seeks to gain voluntary adherence to these standards throughout the state; and
- provides workshops and materials in order to assure a uniform level.

Courses of consortium members must be taught by a credentialed instructor while abroad and must be approved as credit courses in the regular catalog. Grades must be assigned based upon examinations, and all other academic standards must be upheld.

Since its founding a little over three years ago, this consortium has grown rapidly from the four founding colleges. Its members, each pledged to upholding rigorous standards in their study abroad programs, as well as to mutual cooperation, include:

- City College of San Francisco
- Coast Community College District
    - Coastline
    - Golden West
    - Orange Coast
- El Camino College
- Los Angeles Community College District
    - East Los Angeles
    - Los Angeles City
    - Harbor
    - Mission
    - Pierce
    - Southwest
    - Trade-Technical
    - Valley
    - West Los Angeles
- Napa Valley College
- North Orange County Community College District
    - Cypress
    - Fullerton
- San Diego Community College District
    - San Diego City

Mesa
Miramar
Santa Barbara City College
Santa Monica College
Santa Rosa Junior College
Ventura County Community College District
Moorpark
Oxnard
Ventura

Equity

If community colleges support specialized Pacific Rim programs and, especially, study-abroad programs, won't participation in them be limited to relatively affluent middle-class students and exclude poorer students? Also, if money is put into these programs, and especially into financing participation in them by low-income students, won't other less expensive programs of more general applicability suffer?

Most respondents interviewed had concerns in this area. For those whose schools had been hesitant to undertake study-abroad programs at all, this issue had proved to be the major stumbling block. Study-abroad programs are almost universally regarded as potentially discriminatory and hence at least legally suspect if not actually unfair.

Nonetheless, respondents from those schools with established study-abroad programs *argued that nonparticipation by low-income students for economic reasons was apparently not a problem.* In support of this thesis, respondents offered the following arguments regarding (a) actual costs, (b) financial aid, (c) student motivation, and (d) locally generated scholarships:

(a) Actual Costs: Costs of living abroad are typically less than costs for living in the vicinity of the community college in California, sometimes even enough less to make up for the costs of transportation as well. For example,

Cost of 3 Week Program in Mexico with Airfare -- $750
Cost of 3 Weeks residing near Palomar Community College -- $650.

Community college study-abroad programs are the most economical to be found. Travel arrangements are put out to bid to assure that the least expensive arrangements are made and colleges, unlike tour packages, can arrange for students to stay in private homes on an exchange basis. While these economies might not make foreign study possible for all students, they still bring it within the reach of many typical community college students of modest means who would otherwise never be able to afford such an opportunity.

(b) Financial Aid: Students receiving financial aid here while taking a full load of credit courses abroad, do, of course, still receive that aid. Since it is no more than they would otherwise receive, on the other hand, it does not negatively impact financial aid programs. The credits earned are applicable toward a degree and cost the taxpayer nothing more than normal ADA plus the financial aid that would have been provided to these students anyway.

(c) Student Motivation: With enough lead time and enough motivation, even poor students can usually save enough out of money they would otherwise spend on recreation to make up at least some of the differences which exist between program costs and what would be their usual school and living costs for that same period.

(d) Locally Generated Scholarships: Modest scholarship aid can help make up these differences and create an incentive for those students willing to save part of their own expenses. City College of San Francisco, for example, held fund raisers to raise $6500, enough to give needy students a stipend of $250 each toward their participation in study-abroad programs whose total costs were between $2500 and $3500 for a semester abroad.

Analysis of Respondents' Arguments Regarding Low-Income Participation

The table below (from the study originally done at the Board's request) shows that less than 10% of those participating in study abroad programs in 1985-86 were receiving financial aid.

These figures suggest that not as many low-income students as could be or should be are in fact participating in study-abroad programs.

One explanation of this low participation may be that for low-income students, the economic facts to be accounted for are not only the out-of-pocket expenses. For such students who live at home, for example, and are not actually paying the full costs of housing and food, the actual costs of a trip abroad could well be prohibitive. Such students may also have jobs they cannot afford to give up in order to be away for an entire semester.

Another explanation offered by some respondents for the low participation by minority and low-income students in study-abroad programs is that it is not so much a matter of expense -- since there are ways around that problem -- but simply lack of interest. Many low-income community college students, these respondents argue,

Courses Offered Abroad
Fall 1985 through Summer 1986

CATEGORY	NUMBER OF STUDENTS		NUMBER OF COURSES								
	Total	Receiving Financial Aid	Total*	Fall 1985	Spring 1986	Summer 1986	Inde-pen-dent Study	Transfer		Pre-Requisites?	
								UC	CSU	Yes	No
Credit	1,963	134	194	62	55	77	39	159	164	126	49
Community Services	330		17	2	2	13					
Totals	2,293	134	211	64	57	90	39	159	164	126	49

NOTE: Figures are based on information recieved from a telephone survey of 43 colleges believed to be offering courses abroad:

12 colleges reported no courses abroad
28 colleges reported offering credit courss abroad (4 of these colleges also offer community services courses)
7 colleges offer community services courses abroad (3 of these colleges offer only community services courses)

* Difference in total number of credit courses on Tables A and B is due to some language courses being offered in more than one term. A multiple count of those courses is shown on Table B.

have hardly been out of their own towns, let alone out of the country, and perceive little need to do so. They and their families share the perception of many other Californians that study abroad is at best a luxury, a bit of icing applied to the "real" work of a college education by those families who have money to waste.

If these respondents are correct, and if such disinterest in foreign affairs could in fact handicap low-income students, a study of ways to overcome this disinterest should be undertaken. In any case, if international study programs are indeed embaced wholeheartedly by the community colleges as appropriate to their function, considerable effort should be put into determining whether in fact low-income students do participate less often in study-abroad programs and, if so, for what reasons.

Legitimacy

If, as some have noted, foreign tours abound, provided by travel agents everywhere, why should community colleges get into the business? Moreover, since four-year colleges typically provide Junior Year Abroad Programs, serious students can sign up for such programs when they are mature and have adequately prepared themselves to fully appreciate another culture through their lower division studies, why again should community colleges become involved?

The question comes down to whether study-abroad and other programs aimed at giving students an "international" -- or a "Pacific Rim" -- orientation are appropriate to the community colleges at all and, if so, whether they have a central or merely peripheral place there.

A number of respondents were ardent advocates of study-abroad programs. Indeed, one college president, Dr. James Hardt, President of Hartnell College in Salinas, has made a point of using discretionary funds (owned by the college from the sale of land) to send underprivileged Hartnell students to Japan and China, convinced that community college students, and low-income students in particular, are those who most need to glimpse the opportunities this larger world offers.

Those who share his view argue that -- whatever the risk of elitism in providing inexpensive study-abroad programs in the community colleges -- it is nothing compared to the elitism of restricting study-abroad programs to four-year colleges, colleges most low-income students will never see, except possibly in night school.

Meanwhile, many other community colleges have been hesitant to support study-abroad programs at all, fearing legal charges of discrimination, or subsequent repudiation at the state level for expending ADA on programs not clearly a legitimate part of the community college mission.

Study Abroad: Conclusions

Regional studies and foreign studies support each other. Certainly, any student willing to devote the time to specializing in regional studies on campus should have the opportunity to visit that country and should be given priority in receiving scholarship aid to do so, where necessary.

Study-abroad programs also possess value for nonspecialists -- if these programs are properly handled. First-hand experience with another culture accomplishes so much of what higher education is supposed to bring about: it creates, at once, an appreciation for the great differences and the great similarities between people and for the real strengths, and the real shortcomings, of our own way of life. Newspapers suddenly make more sense. Differences between foreign and domestic markets and different customs for doing business and makingcontracts come alive. The energy and effort bubling up in other economies, and the challenges and opportunities such energy and effort represent, is brought home dramatically. What students began by "taking for granted," they will never quite take for granted again. But, if such programs are to have their intended impact, all colleges must adhere to certain policies and procedures. (See Recommendation #3, p. 15).

Issue 1:

The Need for Pacific Rim Specialists

Note: Respondents were not sure which of the following three things were meant by "Pacific Rim specialist": (a) academic specialists, i.e., scholars, researchers, instructors, and other resource persons with special knowledge of one or more Pacific Rim countries, working primarily out of an academic environment, (b) students, completing baccalaureate majors and/or graduate programs in Pacific Rim or Regional Studies; or (c) professionals in other fields, e.g. business, law, etc., working in a nonacademic environment, who possess or acquire special knowledge of one or more Pacific Rim countries.

Summary of Respondents' Comments and Analysis

(a) *Academic specialists* would certainly be needed in abundance if the suggestions for staff development and curricular changes outlined earlier in this report were to be carried out. Precisely what kinds and in what numbers cannot be determined until the plans for such programs have been worked out in more detail. All respondents commented, however, that it would be important for any such specialists to be physically available to practitioners. They would prefer to see them campus-based, but would at least insist upon such specialists coming out regularly to local campuses and communities, where their special knowledge could be communicated to the many people in need of it.

Several respondents also stressed that what is important may not be so much a matter of creating *new* specialists, but rather of making better use of existing ones. Respondents typically felt that there was already an abundance of persons knowledgeable about Pacific Rim countries available among faculty and community contacts. Thus, if "resource people" (instructors, workshop leaders and the like) were needed, the first priority would be to identify, coordinate, and financially support existing personnel, who already have Pacific Rim expertise, to carry out these resource functions, and then to develop additional specialists where they were needed. (See also *The Future of the Pacific Rim is Now*, p. 32.)

Several respondents also pointed out that what might be called "natural" specialists are also available on most campuses. Foreign students, immigrants, and first-generation students of Pacific Rim origin are an especially abundant resource in the community colleges since most minority students come there first for college.

The numbers of students potentially available to provide various kinds of specialized knowledge and skills, based upon their own national origin, is suggested by the data in the table below. (These figures are taken from the

1986 data base, *Student Profiles*, maintained by the Chancellor's Office of the California Community Colleges. It categorizes students who graduated from a foreign high school according to their country, citizenship, and type of visa.)

Pacific Rim Students
Enrolled in California Community Colleges in 1986
Who are Graduates of Foreign High Schools

East Asian	U. S. Citizen	Immigrant	Foreign Student
China	135	500	187
Hong Kong	326	982	294
Japan	461	316	478
Korea (North)	28	62	17
Singapore	25	23	78
Taiwan	326	982	294
Total	1,056	2,457	294

Total East Asian Students: 5,033

Southeast Asia	U. S. Citizen	Immigrant	Foreign Student
Brunei	0	1	0
Campuchea	28	240	174
East Malaysia	1	3	2
Indonesia	105	99	432
Malaya	15	16	18
New Guinea	5	0	0
North Vietnam	74	340	299
South Vietnam	604	3,080	1,524
Thailand	54	139	55
West Malaysia	10	23	59
Total	896	3,941	2,563

Total Southeast Asia Students: 7,400

Commonwealth	U. S. Citizen	Immigrant	Foreign Student
Australia	57	73	15
Canada	539	525	177
New Zealand	26	41	15
Total	622	639	207

Total Commonwealth Students: 1,468

Latin American	U. S. Citizen	Immigrant	Foreign Student
Chile	53	79	14
Colombia	108	233	23
Costa Rica	44	59	8
Ecuador	54	100	13
El Salvador	93	333	68
Guatamala	47	118	23
Honduras	14	31	7
Mexico	680	1,317	202
Nicaragua	64	145	49
Panama	63	48	6
Peru	148	255	45
Total	1,368	2,718	458

Total Latin American Students: 4,544

Philippines	U. S. Citizen	Immigrant	Foreign Student
Philippines	164	1,878	2,195

Total Philippine Students: 4,327

U.S.S.R.	U. S. Citizen	Immigrant	Foreign Student
U.S.S.R.	28	106	12

Total U.S.S.R. Students: 146

Total Pacific Rim Students or U.S. Citizens with Pacific Rim Experience: 22,918

(b) *Students enrolled in Pacific Rim specialties* -- Increasing the number of students who specialize in Pacific Rim studies would seem to be one of the objectives of many of the proposed expansions in Pacific Rim programs. Certainly attracting more students into such specialties could be an expected result of including a Pacific Rim component in the general education and survey courses that all lower division students take. (See Answers to Issue #3, "Program Changes," p. 8.)

Nonetheless, in the near future at least, we must be cautious about encouraging young students who lack other career skills to major in such fields, unless they are expect eventually to do advanced academic work or research in the area (and even then we must be careful that what will probably remain a relatively limited labor market is not quickly inundated with capable young experts).

On the other hand, to provide a Pacific Rim orientation to those preparing for other occupations would seem a highly desirable way to strengthen the preparation of young Californians. Special study of a Pacific Rim language and culture with, for example, study-abroad experience -- as an adjunct to some other major -- could do much to enhance a student's career.

In particular, minority students of Pacific Rim origins might be encouraged to develop an adjunct specialty in their own culture. Indeed, part of higher education's responsibility to immigrants is to encourage them not only to share their cultures with other Californians, but to deepen and systematize their own knowledge of those cultures.

Ironically, there is sometime a tendency in areas heavily settled by immigrants to assume that the "culture influence" is already there and will be transmitted somehow "naturally" -- so that there really is no need for special educational efforts to maintain it. But, on the contrary, with some notable exceptions, the history of the "melting pot" has been the history of lost traditions, an occasional "deli" notwithstanding. It is as important for Pacific Rim immigrants to be given the opportunity to gain a deep and systematic introduction to the history, philosophy, art etc., of their own traditional backgrounds as it ever was for those of European descent to study such from their own heritage.

It should be kept firmly in mind that minority students know no more about each other's cultures than European-Americans know, so that the learning and sharing must be on all sides. Not only "white Anglos," but also Hispanic students -- and Vietnamese students -- should be encouraged to explore China, Japan and Canada and all the Pacific Rim regions.

In working with students of Pacific Rim background, however, nothing should be taken for granted; none of it is simple. For example, several Southeast

Asian students, informally interviewed for this study, have insisted that it is "common knowledge" that "*If you are not white, there is no point at all in going into international studies or international business, because you don't have a chance!*" Why not? "*Because, it's a hard field anyway -- there are no jobs, and if they do hire someone to 'represent America' they want them to be 'really American'.*"

Clearly, this statement and others like it bear close study. If this is a widespread sentiment among students, but is not a true representation of hiring practices, then students must be made aware of the truth. If it is a true statement, then we have a different, and quite urgent, job of education to undertake -- the job of educating California businesses regarding the great resource of talent in dealing with potential trading partners that could be theirs for the asking if they hired minorities with multi-cultural expertise.

In our new immigration, California has gained an enormous economic advantage in its ability to work with Pacific Rim companies; yet we could throw that advantage away -- and throw away some lives with it. To assure the maximum opportunity to immigrants, and increase the economic prospects of the state, we must make a sustained and systematic effort to research the job markets and recruit minority students into opportunities where their backgrounds will prove a particular asset.

(c) *Professionals with Pacific Rim expertise* -- One college administrator made a comment consistent with the students' views quoted above. "International studies," he claimed, "is a dead end for the inexperienced." He stressed that there is a difference between providing specialized training in Pacific Rim studies to young, "traditional" students who will be venturing into the job market for the first time, and providing it to experienced employees.

Employers who are dealing with companies abroad, or with foreign-run companies considering locating in California, would prefer to use mature and trusted employees in these transactions. On the other hand, such employees may not be otherwise well prepared for working with citizens of another country. It is in such situations -- occurring with increasing frequency in California -- that specialized training in international business and in the language, history, culture, laws, and consumer preferences of other countries is sought out.

The question of how best to provide this supplementary training and create the in-house "Pacific Rim Specialists" needed by California business should be carefully studied. Each segment has a contribution to make, but without some coordination there is at least a possibility that each segment will leap to the same opportunities, duplicating services unnecessarily and distorting their respective missions. But there is also the danger that such opportunities will be lost altogether if the segments simply avoid risk and restrict themselves to past commitments. Such decisions must, finally, be based upon a careful reexamination of the rapidly changing market for higher education and a subsequent rethinking of the proper roles of each of the segments responding to it.

Issue 2:

The Need for Exchanges between Scholars

Note: Respondents viewed this subject as applying broadly to any exchanges among experts of various sorts associated with postsecondary education, rather than as limited to "scholars" per se.

Summary of Respondents' Comments and Analysis

Such exchanges were welcomed universally and without qualification. Respondents who had themselves visited, studied, or taught in Pacific Rim countries consistently noted the "hunger" for expertise on the part of leaders and teachers in these countries.

One respondent quoted a Chinese colleague who had said, "*There is a new Renaissance coming, one that will revitalize all of use like the earlier Renaissance revitalized medieval Europe. It is the meeting of the East and the West, the blending of two cultures.*" The dean who quoted this statement went on to say, "*When you are there, in Asia, you can just feel the energy. It crackles. You need to experience it first hand to understand what is happening there.*"

Many Pacific Rim countries are struggling with the need to rapidly educate large numbers of people in high technology as quickly as possible; thus, they particularly welcome exchanges with administrators and instructors from the California Community Colleges, since it is our system in particular that they perceive as a model for providing technical expertise economically and effectively to large numbers.

Several respondents pointed out that some countries are so anxious to gain the expertise of community college faculty that they will pay their way there. Orange Coast College, for example, under a bilateral agreement, sent a team of six faculty to Taiwan for three weeks in the summer of 1986 to provide a series of workshops on Computer-Aided Design and Industrial Computer Applications, courtesy of Taiwan. To take full advantage of such opportunities, however, requires considerable staff time and thus, probably, some supplementary funding; however, such funding could have great leverage. It could generate no- or low-cost experiences abroad that are much needed by California faculty.

It proves more difficult, on the other hand, to bring foreign faculty here, since they are unable to live in this country on the salaries their colleges can provide. In one California community college the nursing faculty brought a group of Chinese nurses there for a summer at considerable personal sacrifice. The California faculty raised the money on their own, through volunteer activities.

Despite so much interest in the community colleges from contacts abroad, however, respondents kept pointing out that here in California, when policy affecting faculty travel is considered, the community colleges are rarely considered. Neither funds nor much in the way of moral support exist for travel or teaching abroad by community college faculty. Most of those who have gone have done so at their own expense, or under the auspices of the countries they visited, or with an exchange program like the Fulbright. Respondents thus strongly recommended that if "scholarly exchanges" are to be supported, some financial support should be designated specifically for community colleges.

Analysis of Respondents' Comments Regarding Scholarly Exchanges

Providing first-hand experiences with other cultures for faculty is of unquestionable value. Indeed, the only objection that could be raised is whether by using American faculty to provide technical assistance to Pacific Rim countries, we are "giving away" the technical secrets that could otherwise maintain our competitive edge. Most respondents admitted such a possibility but felt that whatever such drawbacks might be, they could be more than compensated by the new possibilities of cooperation and trade such exchanges opened up. They also stressed the possibility that such exchanges could help reduce poverty in those countries and might even slightly increase the prospects of world peace.

Careful analysis of the costs and benefits to the community colleges of such exchanges needs to be done. Such an analysis should also identify the issues involved in assuring equitable access to these opportunities to community college faculty around the state.

Issue 4:

The Need for Computerized Information Exchanges

Summary of Respondents' Comments and Analysis

Development of a data base and distribution system as outlined in the CSU report, *The Future of the Pacific Rim is Now*, Ch. VIII, is essential. In each region, all nearby community colleges could be hooked into the closest CSU campus. Such an arrangement would be essential to enable the community colleges to fulfill the functions mentioned elsewhere in this study. The computer network would also enhance the ability of the CSU colleges to effectively deliver what they develop.

While those queried were highly supportive of such a linkup, they were also taken aback by the question. It was hard for them to think seriously about hooking up half way around the world when they haven't been given the resources necessary to hook up with their nearest neighbors. The community colleges cannot even communicate with each other, let alone with the other segments.

Several respondents felt that satellite dishes might be a more immediate and less expensive option. Such dishes could be used not only to broadcast programs directly from Pacific Rim countries into classes in foreign languages, history, business, political science, art, etc., but could be set up for teleconferences. Many students could then talk directly to students from other countries, thus experiencing first hand the "reality" of these cultures. Faculty could consult with each other, and technical information could be readily exchanged.

Respondents closely involved with the business community noted that, in addition to its instructional uses, this equipment could be used to provide local businesses with sorely needed information at costs very low to business but sufficient to make the whole system self-supporting.

Analysis of Respondents' Comments Regarding Computerized Information Exchanges

Computer links and telecommunications are essential to the effective dissemination of timely information but equipment alone will not create service. Appropriate structures would need to be designed, and the training and staffing necessary would have to be provided for. Use of new technology does not come easily to most people, particularly in nontechnical fields. Staff development programs would thus be essential to actually realizing the potential of the equipment.

The extent of the various intended uses would have to be carefully planned for to assure that the systems purchased were adequate. In such planning, it is important that business and other "practical" uses not completely usurp the equipment, thereby closing out the "merely" educational purposes of increasing cultural awareness for students. It is essential that all these uses be adequately taken into account in planning the initial structure of the system.

Issue 5:

The Need for Pacific Rim Centers

Note: Respondents were uncertain whether the question referred to the development of one center to serve California and the Pacific Rim as a whole; or whether it referred to the concept of Pacific Rim Centers to be located where needed; or whether it referred to centers for specific countries or regions on the Pacific Rim (e.g. "Far East Center" or "Center for Filipino Studies").

Summary of Respondents' Comments and Analysis

The most universal concern expressed by respondents discussing this option was that such a center not be isolated from the community colleges and the local regions where the expertise was needed. All felt that there should be at least two such centers, one north and one south. And all felt that the center should be designed to facilitate rapid dissemination, or it would be of little use. Some flatly preferred that each campus -- or at least each region -- have its own center, depending again upon just what was intended.

Analysis of Respondents' Comments

Review of the answers suggests that in fact several kinds of centers are needed. On the one hand, there is a need for one or two strong Pacific Rim Centers specifcally set aside for research, scholarly exchanges, data base maintenance, resource distribution, and publication. Here, centralization would permit the consolidation of scarce resources and the cross-fertilization of ideas. On the other hand, for some of the other essential functions of a "center," a decentralized structure would be essential. The more dispersed centers could sponsor conferences, host foreign guests, and provide for the professional development of teachers at every level (including postsecondary).

Exactly how such a center or centers should be set up and funded and specifically what the priorities and requirements should be would best be determined after some of the other questions raised in previous sections of this report have been answered.

Such centers should certainly encourage original research and scholarship, but to assure that the many pressing issues facing California are not lost sight of, they should be set up to facilitate constant exchanges between researchers and practitioners. Those concerned primarily with practice, (e.g. policy makers, business leaders, educators, and agriculturalists) should have an ongoing opportunity to help define issues meriting investigation. On the other hand, even while researchers are made aware of practical concerns through frequent exchanges with these parties, they should still be buffered from too narrow a concern with immediate practical results.

Rather than distort the research effort itself with premature demands for practicality, what should be provided are supplementary structures designated to readily "translate" findings. These supplementary structures could facilitate the development and dissemination of practical applications. They would be staffed by those prepared to understand scholarly studies and to explain their practical implications to the larger public, including local business leaders and school teachers.

Strong Resource Centers were regarded as so essential that without them any effective response to the need to increase knowledge of the Pacific Rim was thought to be inconceivable. But their impact would be effective only if they were designed with a strong commitment to development and dissemination.

In general, it appears the UC system would be the best suited for supporting original research and maintaining rare primary sources -- for housing a "Primary Resource Center."

The CSU system could provide several "Instructional Resource Centers," devoted to developing curricula and materials embodying the research from the UC centers and providing appropriate baccalaureate, master's and postgraduate certificate programs, as well as in-service programs for teachers (K-postsecondary). CSU would also seem the logical place to establish and maintain a current data base and to distribute publications, etc. (See CSU's Pacific Rim Report, *The Future of the Pacific Rim is Now*, Ch. VIII, pages 27-30.)

Finally, the community colleges, with their wide geographic dispersion, their history of close ties with the industries in their districts, and their established role in occupational training and employer-based training, would be the logical places to house "Dissemination and Development Centers." The immediate value of such local centers to the community and to industry might, in fact, turn out to be so evident that they could in time become largely self-supporting.

Several states have already taken steps to involve their community college systems in such local dissemination efforts. As has been mentioned earlier, these states have started by combining the efforts of their community college systems, their departments of commerce, and their governors' offices to aggressively attract industry to their communities. On the basis of this strong partnership, these states have then been able to make promises to companies interested in relocating into their state, that they could provide them on-going training, at public expense, for both relocated and locally hired personnel.

Some California community colleges, sensitive to the economic development needs of their communities, have emulated these state-industry partnerships in their local communities by starting Pacific Rim institutes.

Examples of "Development and Dissemination Centers" for international trade:

Oxnard -- World Trade Institute

The Institute is an adjunct of the newly formed Oxnard World Trade Center and coordinates efforts of Oxnard Community College, the local state college, and private colleges to jointly provide:

- training in the use of the World Trade Center Network, a data-base system that provides information on international business for local companies;
- workshops and seminars for college credit leading to a Certificate in International Trade;
- links with local ethnic organizations to encourage trade relations with Pacific Rim countries.

Vista -- International Trade Institute

The Trade Institute offers credit courses geared to local small business owners and managers leading to a certificate in international trade. Courses include: Careers in International Trade, International Trade Procedures, International Marketing, International Letters of Credit, Introduction to Import/Export Business, and the Basics of Exporting to Developing Countries, Foreign Nations and Cultures, Japanese, and Spanish. The language laboratory provides self-paced courses in Chinese, Japanese, and Korean. They also offer community service seminars and televised programs.

Orange Coast -- Pacific Rim Academy

The Academy offers contract courses and fee-based seminars aimed at four groups:

- immigrants settling in Orange County
- those working with expatriates of Pacific Rim countries
- those developing cross-cultural business opportunities
- investors and users of capital.

Coastline -- World Trade Center

The Center is part of a joint venture with the Orange County World Trade Association. Coastline College provides the training that companies working through the Trade Center require.

Role of Community Colleges in Economic Development

Michael Crow, a professor of Asian history and now Director of the Coastline Pacific Academy, argues that the community colleges have an essential function to perform in strengthening California's economic ties with the Pacific Rim, since it has always been part of their function to research job markets, establish industry advisory councils, and work closely with local chambers of commerce to determine as precisely as possible the training needs of their particular communities. They can respond quickly and flexibly to the needs of local businesses trying to master the new skills necessary to work with customers and partners across the sea. And, with no distortion of their function, they can join hands with local chambers and the state Department of Commerce to offer the training necessary to attract Pacific Rim companies to locate in California.

In this vein, the Chancellor's Office of the California Community Colleges recently entered into an interagency agreement with the state Department of Commerce to improve access to education, training and related services for California's business and industry. Among many other things, it states that, upon request, the Chancellor's Office will provide to the Department of Commerce a letter of commitment describing training services and resources available to specific companies considering locating in California.

Conclusions: Pacific Rim Centers

As the importance of local Pacific Rim centers to economic development become manifest, there is good reason to anticipate adequate funding to do the job -- funding not only from the public sector, but also (and especially) from the private sector as well. Michael Crow has urged the state to create a revolving fund to provide "seed money" to set up contract-based programs. He has argued that such programs could become self-supporting within a few years, at which time the initial start-up money could be returned to the revolving fund to make more money available to other community colleges, trade centers, etc.

There is no question that if California is to remain competitive, it must have a way to constantly upgrade the skills of those already employed, particularly the unusual skills required for working with companies halfway around the world. It is also obvious that California must be able to offer Pacific Rim companies interested in locating here as "sweet a deal" as can Florida and Arkansas and North Carolina.

Such a use of the community colleges is a further development of a function they have come to fulfill with amazing success over the years.

The need to keep updating the skills of our labor force in response to constantly changing technology and industry is not a need that was accounted for in the original Master Plan (1960), since the need was barely perceived at that time. Thus it was not assigned to any segment. The vocational functions of the community colleges, however, and their ability to respond rapidly to the needs of their local communities, have over the past few decades pulled them into a variety of efforts to meet this need. In doing so, the community colleges have, if inadvertantly, helped to fuel the amazing economic growth of California during these same decades.

They did so specifically by fulfilling the crucial function of not only preparing first-time workers for a vocation, but by updating and shifting the skills of experienced workers to keep them abreast of constant technological change. Moreover, by working closelty with small business owners and with local chambers of commerce, they have not only prepared people for existing jobs but have helped to create new ones.

As the current efforts to clarify the roles of the community colleges proceed, and as questionable extensions of functions are pruned, it is important that this essential -- even if originally unanticipated -- function not be accidentally eliminated.

If the proposed research-oriented Pacific Rim Centers are established, their positive impact upon our future could be assured by taking advantage of the vocational training aspect of the community colleges. With the community colleges acting as satellite centers, all that is gained in the research centers could be transmitted quickly, in usable form, to the citizens of California to be used to support continued economic growth.

In acknowledging and affirming this expansion of the mission of the California community colleges, we must proceed with care. In particular, we must urge that colleges, in working with Trade Centers and in responding to the immediate requirements of rapidly changing technology and highly competitive industry, must be especially careful to continue to maintain control over course objectives, course content, and course standards. Moreover, in exercising that control, instructors must be alert to the natural, though rarely intended, possibility that courses taught under contractcould skirt issues that might prove uncomfortable to the client. Or such courses may deal so narrowly with the immediate applications of subjects that the opportunity to realize the longer term benefits of education -- as opposed to mere training -- will be lost. On the other hand, if instructors do remain alert to this danger, there should be little problem, since companies contracting with community colleges usually want both the broad global perspective and the critical perspectives colleges bring. Indeed, that is one reason they would buy Pacific Rim courses from a college -- rather than from a training consultant.

FINAL STATEMENT

The need for the rapid development of programs to increase "Pacific Rim awareness" and the appropriateness of using the community colleges to fulfill several key functions in this effort, especially through centers designed for that purpose, can hardly be questioned. Indeed, without an increased Pacific Rim awareness across the population as a whole, few of the other proposed programs will have much chance of success. Any effort to gain public support for legislative initiatives in this area, or to get large numbers of students to major in Pacific Rim studies, etc., will fail unless the public at large recognizes the importance of these efforts. The community colleges are especially well suited to educate the public regarding the importance of teh Pacific Rim economies and cultures.

Nonetheless, as the "Pacific Century" dawns we must proceed with caution as well as urgency: urgency because the stakes in economic prosperity, domestic stability, and world peace are so high -- and are being won and lost with such great rapidity; caution, because in responding to the urgent demands of the 21st Century, we do not want to lose what has been of great value in our past.

In short, we must find ways to enrich our intellectual tradition and participate fully in that explosion of possibilities that is the "new Renaissance," the coming together of East and West. We must remain in the forefront of new technology, working very closely with business and industry. But, in using the community colleges to do these things, we must never lose that core of intellectual integrity, that independence of thought and breadth of perspective that has been the legacy of education to democracy -- and to economic development as well!

APPENDICES

Appendix *Assembly Concurrent Resolution 82 (1986)*

Assembly Concurrent Resolution No. 82

RESOLUTION CHAPTER 112

Assembly Concurrent Resolution No. 82—Relative to international studies.

[Filed with Secretary of State September 5, 1986.]

LEGISLATIVE COUNSEL'S DIGEST

ACR 82, Hayden. University of California: Pacific Rim studies.

This measure would request the Regents of the University of California, the Trustees of the California State University, and the Board of Governors of the California Community Colleges, to conduct a study of, and report to the California Postsecondary Education Commission on, the role of the respective institutions and particular campuses in meeting the needs of the state in furthering its economic position and leadership within the Pacific Rim region and in carrying out its responsibilities to immigrants of Pacific Rim countries.

The measure would request the California Postsecondary Education Commission to review the reports, compile them, and make recommendations to the Legislature and Governor not later than July 1, 1987.

WHEREAS, The area known as the Pacific Rim, including all those states and nations bordering on both sides of the Pacific Ocean, comprises 60 percent of the world's population and has a combined economy of greater than three trillion dollars ($3,000,000,000,000), which is growing by three billion dollars ($3,000,000,000) a week; and

WHEREAS, Economic trade between California and other countries in the Pacific Rim totaled over sixty-seven billion dollars ($67,000,000,000) in 1984 and is expected to continue to grow into the forseeable future; and

WHEREAS, Four out of every five new American jobs depend on exports, and in California, one in 10 jobs is in the import/export business, and this figure is even higher in the technology-based industries; and

WHEREAS, California is situated by virtue of its geography, economy, history, and character on this rim of opportunity and is in a position to provide economic and technological leadership in this dynamic region; and

WHEREAS, California currently receives some 30 percent of the immigrants from Pacific Basin countries leading to the increased internationalization of California, which will create new challenges for the educational and economic system; and

WHEREAS, Continued economic growth depends upon an educated work force and business, political, and community leaders attuned to the realities of other Pacific Rim countries; and

WHEREAS, For California to prepare for the future within an internationalized economy, it is possible that more students will need to be educated in the business, political science, sociology, history, language, religion, economics, and culture of other Pacific Rim countries; and

WHEREAS, The three public segments of postsecondary education in California provide a broad spectrum of distinguished research and educational offerings and exchange programs pertaining to the Pacific Rim countries and regions within the Pacific Rim; now, therefore, be it

Resolved by the Assembly of the State of California, the Senate thereof concurring, That the Regents of the University of California, the Trustees of the California State University and the Board of Governors of the California Community Colleges are each requested to conduct a study of the role of the respective institutions and particular campuses in meeting the needs of the state in furthering its economic position and leadership within the Pacific Rim region and in carrying out its responsibilities to immigrants of Pacific Rim countries, including, but not limited to, an assessment of the need for all of the following:

(1) Pacific Rim specialists.

(2) Increased interchange among scholars in countries of the Pacific Rim.

(3) Changes in current educational program offerings and exchange programs bearing on Pacific Rim studies.

(4) Enhancing the exchange of information and ideas through improved computer communication systems between University of California, California State University, and community college campuses and university and college campuses in other Pacific Rim countries.

(5) Establishment of a Center for Pacific Rim Studies, to fulfill research and public service functions pertaining to the Pacific Rim area; and be it further

Resolved, That the Regents of the University of California, the Trustees of the California State University, and the Board of Governors of the California Community Colleges are requested to report to the California Postsecondary Education Commission on or before March 1, 1987, on the above-mentioned requests; and be it further

Resolved, That the California Postsecondary Education Commission is requested to review these reports, compile them, and make recommendations to the Legislature and Governor not later than July 1, 1987; and be it further

Resolved, That the Chief Clerk of the Assembly transmit a copy of this resolution to the President of, and the Regents of, the University of California, the Chancellor of, and the Trustees of, the California State University, and the Chancellor of, and the Board of Governors of the California Community Colleges.

APPENDIX B

ACR 82
Interview Questions*
and
List of Respondents

Respondents

Angelo Carli, Dean, Community Education	Palomar College
Michael Crow, Director, Pacific Rim Academy	Orange Coast College
Donald Culton, Executive Director, California Consortium of Community Colleges	LA-CCD
William Fedderson, Superintendent/President	Napa College
Dr. James Hardt, Superintendent/President	Hartnell College
Larry Hendrick, Assistant Dean, Humanities/Fine Arts	Sacramento City College
Jody Hoy, French Professor	Irvine Valley College
Sue Light, Head of International Studies	San Francisco City College
Ernest Matlock, Asst. Supt./Vice President of Instruction	Butte College
John Romo, Vice President, Academic Affairs	Santa Barbara City College
Henry Schott, Department Chair/Instructor for Biology	Merritt College

Interview Questions

Part One

a. What existing programs and policies do you have at your college, in both ADA and Community Service, that are related to the Pacific Rim including: World Trade or International Business Institutes or Pacific Rim Centers, etc. foreign exchange or study abroad programs, scholarly exchanges, telecommunications?

b. What other programs of these types are you aware of in the Community Colleges in California?

c. What do you regard as the most important issues to be addressed in strengthening economic and cultural ties with these countries? In particular, what do you see as the role of the community colleges in general, and/or your own college in particular in addressing these issues?

d. What resources are available now at your institution that could be better used? What state-wide policies or programs would facilitate such uses? What additional resources would be needed?

e. In your experience, are there any barriers, problematic policies, practices, or attitudes that do or would get in the way of such use of resources?

Part Two

"What do you think are the needs of the Community Colleges--if they are to expand Pacific Rim offerings of each of the following:

1. Pacific Rim Specialists
2. Scholarly exchanges
3. Program changes
4. Computer exchanges and information with Pacific Rim Colleges
5. A Pacific Rim Center

* Each interview lasted approximately one hour and occurred between Feb. 15 and March 10, 1987.

ORANGE COAST COLLEGE
PACIFIC RIM ACADEMY

2701 Fairview Road, P.O. Box 5005, Costa Mesa, CA 92628-0120 (714) 432-0202 Dr. Donald R. Bronsard, President

23 February 1987

RECEIVED
California Community Colleges

Dr. Nancy Glock
Chancellor's Office
COMMUNITY COLLEGES OF CALIFORNIA
1107 9th Street, 4th Floor
Sacramento, CA 95814

Dear Dr. Glock:

Please include Orange Coast College's new Pacific Rim Academy among your discussions with members of the Chancellor's office and the Legislature.

Founded Summer, 1986 by the Coast Community College District, the Pacific Rim Academy was designed as a separate instructional unit to provide non-credit, cross-cultural contract training programs to the region's business and industry. The Academy was provided seed money for a year's operation; subsequently, the Academy is expected to be self-sustaining. In effect, the Academy functions much like a Community Service operation, except that it tailor makes programs to specific order rather than mass marketing general programs to individuals in the community.

We have made significant strides since September. Now underway, for example, is a contract with a $70 million/year manufacturing company to teach its senior executive staff Japanese language and culture. 25% of this firm's sales are in Japan and it has a joint-venture operation there. The firm's staff meets with our trainers each Saturday morning (8-12) and is learning Japanese. Plans are developing to expand the training to include junior members of the company.

Additionally, we have developed a weekly Symposium program which pulls together world-class experts to discuss in panel format an issue; subsequently, the experts are available for consultation by our audience members. The Symposiums differ from typical community service lecture series by providing several experts together for both presentations and personalized consultation.

In discussing our Pacific Rim Academy with others, there are a number of attributes which merit emphasis:

1. Self Funding: While the program has been provided with seed-money, it is soon expected to earn its own way through private sector contracts and fees. We will be providing community training without resort to tax funds; yet we are not developing a host of leisure time activities such as were the subject of the famous "hit list."

2. Economic Development: As the program matures, we expect to attract overseas' "student-clients" and provide them training in American business, culture, language, and other experiences. At present, our efforts are focused upon assisting American nationals become more competitive in the Pacific Rim nations.

District Board of Trustees

Nancy A. Pollard, President
Conrad Nordquist, Vice-President
Sherry L. Baum
Walter G. Howald
Armando R. Ruiz
Student Trustee

3. Employment Training: In evaluating the local demography, we found new training needs. A declining number of local high- school graduates are joined by an increasing number of persons in their 30's and 40's, persons gainfully employed, frequently holding college degrees but requiring re-training or skill development for a changing business climate. Many are not interested in degree programs and find it impossible to attend typical college schedules.

4. Efficient/Cost Effective: Using on-site training, the Academy is not impacting public facilities; it dramatically saves student time while reducing transportation and parking congestion (by taking training to the work place). [In the Japanese training program cited above, 15 company executives park in an empty commercial lot rather than crowd college facilities; two faculty members travel 15 miles to the site rather than 15 students traveling to the college.]

5. International Trade and Balance of Payments: Providing cross-cultural training to modest-size firms (which characterize local business) facilitates their international participation. Of some 25,000 Orange County companies with more than 6 employees, only 995 have a staff larger than 100. While larger firms frequently have in-house training, smaller ones often do not. Yet many small companies could benefit from international trade if they had the knowledge. About 65% of the County's manufacturing employees work in firms employing fewer than 100 persons; they constitute a special "target" audience of over 335,000 persons who could benefit from our cross-cultural training programs. Who can estimate the impact this training might yield for American international trade?

6. Necessary Support: With college budget difficulties, new staff hiring frozen, purchasing accounts frozen, etc., pressures mount daily to close the Academy and return its staff to ADA-supported teaching. While the Academy has made marked progress in six months, it will take 18 to 24 months to adequately reach the target audience with meaningful marketing activities. A revolving state fund from which the Academy might "borrow" operating costs for 18-24 months would be most useful. (Alternatively, returning the Academy staff to ADA credit instruction will not meet the need of the particular audience described above, but will simply further the shrinking of the Community College system.)

7. Practical vs. Theoretical Education: Laudable efforts are underway to develop graduate programs for the Pacific Rim (eg: U.C. San Diego) which will benefit California in the long run. Meanwhile, a current need is for practical training for working adults, now. It is urgent that employed adults have opportunities to upgrade skills for international competition; failing this, the economy will continue to decline under a crushing burden of foreign debt and lost international markets. Community Colleges are the logical locus for such an effort at practical client-centered training.

It is my hope that these observations together with the enclosures may be helpful in your present undertakings. Please call if I can be of further assistance.

Sincerely,

Michael G. Crow
Director

MC/jdh
Enclosures

Pacific Rim Academy Sells Overseas Insight

Firms Contract for Specialized Classes

By BILL BILLITER, *Times Staff Writer*

DON KELSEN / Los Angeles Times

Michael G. Crow, director of the new Pacific Rim Academy, sees a market for the education the academy is offering.

ORANGE COUNTY

While studying a map in an Orange Coast College classroom recently, Michael G. Crow had a complaint.

"This map cuts off half of the Pacific Rim," he said to a fellow college professor.

Crow, director of the new Pacific Rim Academy at the Costa Mesa community college, prefers maps that show the vast expanse of the Pacific Ocean and all the nations it touches on.

An Asian history professor for 20 years, he now is in the business of helping businesses compete throughout the Pacific's vast territory.

To do that, the Pacific Rim Academy is designed to tailor an education program for the specific needs of an individual business, which would pay a fee for the service.

The academy, Crow said, is like any entrepreneurial operation: It sells a service. He said that when the academy negotiates a contract with a company seeking some form of education, the contract will provide for the cost, overhead and for a small margin of profit. The profits will go into the Orange Coast College Foundation, which will use the money for scholarships, equipment purchases for the college, instructional improvement and other academic needs not funded by tax dollars. Crow knows that there is a need for the services his academy offers.

Business in the Pacific Rim

"We had a survey that indicated there are at least 150 companies in the county that have interest in doing business with the Pacific Rim."

Other surveys, by local banks and industry groups, have tallied as many as 1,000 Orange County companies currently doing business with Pacific Rim nations—mainly in Japan, Taiwan and Hong Kong, but increasingly in Central and South American countries that border the Pacific, as well as in Australia. Other Pacific Rim players include New Zealand, Singapore, Korea, China and the various Pacific island groups.

And that opens up broad vistas for Crow.

"Operationally, we will be like a 'brokering' enterprise," Crow said. "We will look at the highly specific training needs of our region's businesses and industries, and we will provide consultants and experts as necessary to effectively address those needs.

"For instance, if local firms require a crash course in Japanese business etiquette, Korean customs or conversational Chinese, we will put together training experiences tailored and timed specifically for those needs."

No Classes Yet

The Pacific Rim Academy opened in September. No made-to-order classes have been contracted, but Crow said two businesses are negotiating with the academy. In October, the academy will intensify its marketing campaign.

Walter G. Howald, a trustee of Coast Community College District, which governs Orange Coast College, conceived the idea for the academy.

"Community colleges must offer relevant education, and something like this is relevant to the needs of the world," he said.

Howald, a Newport Beach lawyer, has several international clients. He said that in dealing with these clients, it became obvious to him that public education in the United States needed to become more involved in training people for world trade.

"Americans, including me, have historically been among the most provincial people in the world," Howald said.

"In the past we could afford to be. But no longer. Now we have to be international in our thinking and in our education," he said.

Crow said Pacific Rim Academy classes can be offered at times and places convenient for businesses. "We can have classes here at the college, or we can go to their place of business, or we can teach them on the plane as they fly to Asia," Crow said.

The length and scope of classes also are subject to the needs of an individual business. "It can be a one-on-one for an executive or a class for a group of salespeople," Crow said. "Everything is negotiable."

The academy will use many professors who teach at Orange Coast and its two sister community colleges, Golden West in Huntington Beach and Coastline in Fountain Valley, he said. And, in addition to regular faculty, the academy will broker the services of international experts who can teach specific skills.

"For instance," Crow said, "we have an expert on the subject of building a hotel in Beijing [Peking]. If some company needs to know about the red tape involved in starting a hotel in Beijing, this is the man who will do the teaching."

Other subjects are broader and more academic, he noted. Many expanding companies, he said, will need special courses in language, such as Japanese and Chinese.

But even in the English-speaking Pacific Rim countries, such as New Zealand and Australia, the business customs require special knowledge, Crow said. "The academy, for instance, might offer instruction on what is the best way to advertise in New Zealand," he said. "Ads that appeal to our Southern California beach culture won't work in New Zealand."

Crow, 44, a native of Los Angeles, is completing his Ph.D. at UC Irvine in American-Chinese relations. He has traveled extensively throughout Asia, and during his tenure at Orange Coast he has taught economic history as well as Asian history.

The academy's start is a modest one: Crow operates from a temporary, trailer-like building on the campus.

But Howald is convinced that the move to tailor community college education to the special needs of Pacific trade is an idea whose time has come.

"President Reagan has said we must expand our trade, and he's absolutely right," Howald said. "What we're preparing to do is to export our technical education."

The
Pacific Rim
Academy

WEDNESDAY SYMPOSIUMS

SERIES I: CAPITAL AND INVESTMENTS AROUND THE PACIFIC RIM

(Designed for all investors and users of capital.)

March 4 (1) **PACIFIC RIM STOCK MARKETS:**
Reviewing opportunities in Singapore, Hong Kong, Tokyo, Taipei, Seoul, Manila, Australia, and Bangkok.
★3930.01

March 11 (2) **ATTRACTING ASIAN CAPITAL:**
Strategies for enticing offshore investment.
★3930.02

March 18 (3) **OVERSEAS PLANTS AND EQUIPMENT:**
Prospects and pitfalls of offshore facilities.
★3930.03

March 25 (4) **TAXES AND OFFSHORE INVESTMENTS:**
Plan to increase yield and profits.
★3930.04

SERIES II: ADAPTING TO LIFE IN ORANGE COUNTY

(Designed for immigrants settling in Orange County.)

April 1 (1) **USE SUPPORT SERVICES:**
Social and civic services will help you succeed.
★3930.05

April 8 (2) **DEVELOP A CAREER:**
Improve your work situation — American style.
★3930.06

April 15 (3) **CREATE A HOME:**
Rent or own a suitable California residence.
★3930.07

April 22 (4) **TRAIN YOURSELF:**
Use education to improve your destiny.
★3930.08

April 29 (5) **PROTECT YOURSELF:**
Use America's legal system for self-defense.
★3930.09

SERIES III: ADJUSTING TO PACIFIC RIM IMMIGRANTS

(Designed for persons working with expatriates from Pacific Rim nations.)

May 6 (1) **SUPERVISING IMMIGRANT WORKERS:**
Manage workplaces with cultural differences.
★3930.10

May 13 (2) **SERVING NEW CITIZENS:**
Help newcomers adjust to Orange County.
★3930.11

May 20 (3) **RENTING TO NEW RESIDENTS:**
Manage housing for immigrant occupants.
★3930.12

May 27 (4) **MANAGING ORANGE COUNTY RESIDENTIAL PROPERTY:**
Guidelines for immigrant owners/managers.
★3930.13

SERIES IV: TRADE ACROSS THE PACIFIC

(Designed for persons confronting cross-cultural business opportunities.)

June 3 (1) **TRANSPACIFIC TRANSPORTATION:**
Get goods to market, efficiently and safely.
★3930.25

June 10 (2) **CROSS-CULTURAL MARKETING:**
Sell goods to diverse values and attitudes.
★3930.26

June 17 (3) **COUNTER-TRADE AND BARTER:**
Avoid import restrictions and currency scarcities.
★3930.27

June 24 (4) **LICENSE AGREEMENTS, JOINT VENTURES, AND DISTRIBUTORSHIPS:**
Contract with experts to expand markets.
★3930.28

July 1 (5) **MONEY AROUND THE RIM:**
Bank, finance and exchange to optimize yield.
★3930.29

July 8 (6) **TRADE POLICIES AROUND THE RIM:**
Expand trade by facilitating "official" goals.
★3930.30

Wednesday afternoon SYMPOSIMS are held on the campus of Orange Coast College from 2 to 6 PM in the [illegible]. Panels of world-class experts will jointly discuss topics between 2 and 3:30 offering insights [illegible]. Experts will be individually available for discussion and consultation with attendees in break-out sessions between 4 and 6 PM. Bring your questions and problems; let our experts help you.

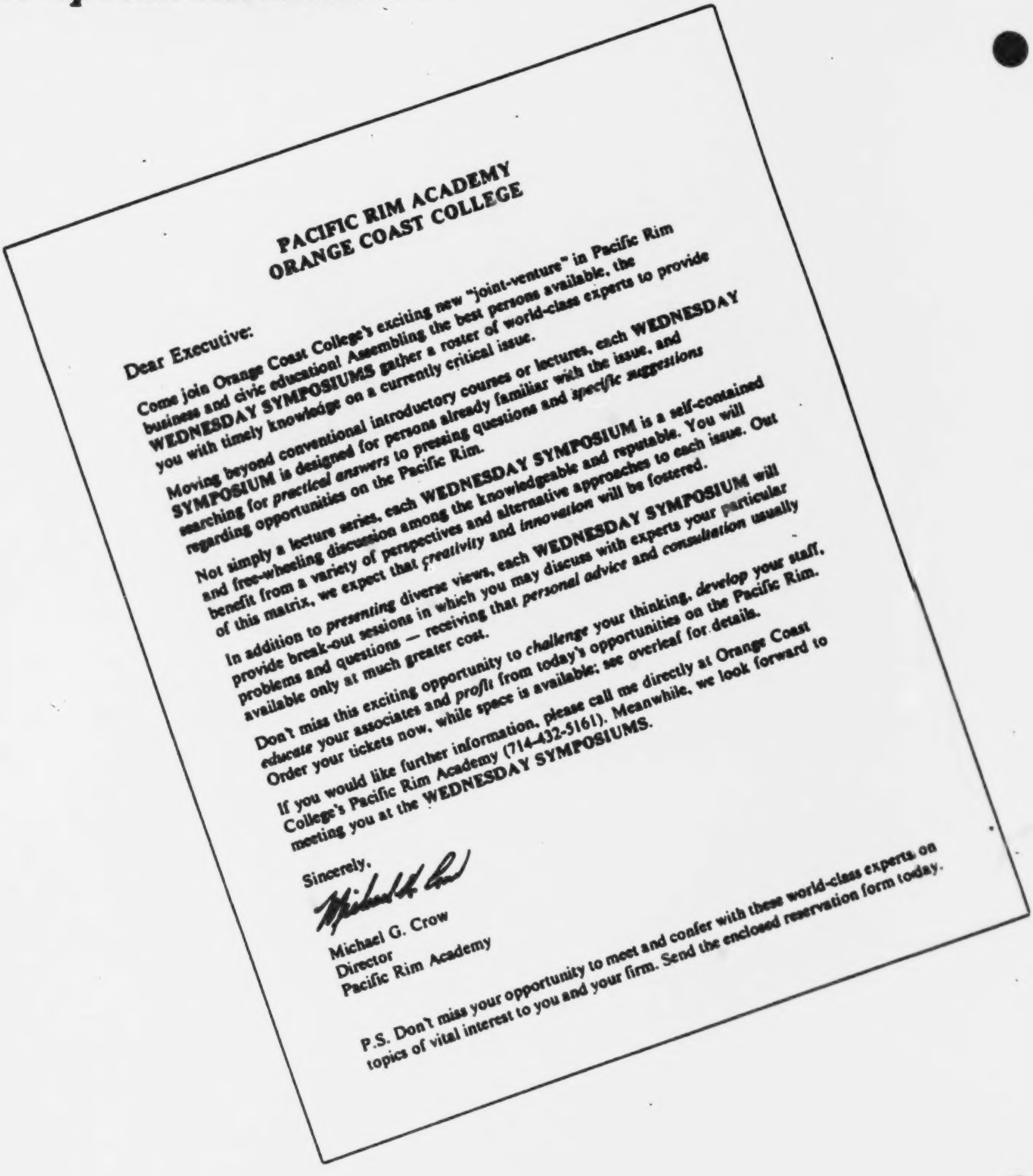
Register for individual seats at $65.00 each. Blocks of five or more tickets, advance registration, available at $275 (savings of over 15% of individual seat cost), plus $55 for each additional ticket. "Blocks" may be for single event or scattered throughout the season's Symposium program. Season tickets (admitting bearer to each event) available at $695 (saving more than 50% over individual seat prices.)

To register by phone, contact the Community Services Office at 714-432-5880 with Visa or Mastercard, or send your check or money order to: Community Services Office, Orange Coast College, 2701 Fairview Road, P.O. Box 5005, Costa Mesa, CA 92626-0120.

For detailed symposium information, contact The Pacific Rim Academy directly at 714-432-5167.

[illegible] —The CCCD Bd. of Trustees: Sherry L. Baum, Walter G. Howald, [illegible] Ruiz, Tina Espinosa (student trustee); David A. Brownell, Chancellor

A Special Invitation . . .



PACIFIC RIM ACADEMY
ORANGE COAST COLLEGE

Dear Executive:

Come join Orange Coast College's exciting new "joint-venture" in Pacific Rim business and civic education! Assembling the best persons available, the **WEDNESDAY SYMPOSIUMS** gather a roster of world-class experts to provide you with timely knowledge on a currently critical issue.

Moving beyond conventional introductory courses or lectures, each **WEDNESDAY SYMPOSIUM** is designed for persons already familiar with the issue, and searching for *practical answers* to pressing questions and *specific suggestions* regarding opportunities on the Pacific Rim.

Not simply a lecture series, each **WEDNESDAY SYMPOSIUM** is a self-contained and free-wheeling discussion among the knowledgeable and reputable. You will benefit from a variety of perspectives and alternative approaches to each issue. Out of this matrix, we expect that *creativity* and *innovation* will be fostered.

In addition to *presenting* diverse views, each **WEDNESDAY SYMPOSIUM** will provide break-out sessions in which you may discuss with experts your particular problems and questions — receiving that *personal advice* and *consultation* usually available only at much greater cost.

Don't miss this exciting opportunity to *challenge* your thinking, *develop* your staff, *educate* your associates and *profit* from today's opportunities on the Pacific Rim. Order your tickets now, while space is available; see overleaf for details.

If you would like further information, please call me directly at Orange Coast College's Pacific Rim Academy (714-432-5161). Meanwhile, we look forward to meeting you at the **WEDNESDAY SYMPOSIUMS.**

Sincerely,

Michael G. Crow

Michael G. Crow
Director
Pacific Rim Academy

P.S. Don't miss your opportunity to meet and confer with these world-class experts on topics of vital interest to you and your firm. Send the enclosed reservation form today.

STUDY ABROAD

Semester Programs In . . .

- ☐ CHINA
- ☐ ENGLAND
- ☐ FRANCE
- ☐ GERMANY
- ☐ JAPAN
- ☐ MEXICO
- ☐ SPAIN

- City College of San Francisco
- Coast Community College District
  - Coastline Community College
  - Golden West College
  - Orange Coast College
- El Camino College
- Glendale Community College
- Los Angeles Community College District
  - East Los Angeles College
  - Los Angeles City College
  - Los Angeles Harbor College
  - Los Angeles Mission College
  - Los Angeles Pierce College
  - Los Angeles Southwest College
  - Los Angeles Trade-Technical College
  - Los Angeles Valley College
  - West Los Angeles College
- Napa Valley College
- North Orange County Community College District
  - Cypress College
  - Fullerton College
- San Diego Community College Distirct
  - San Diego City College
  - San Diego Mesa College
  - San Diego Miramar College
- Santa Barbara City College
- Santa Monica College
- Santa Rosa Junior College
- Ventura County Community College District
  - Moorpark College
  - Oxnard College
  - Ventura College

California Colleges for International Education

Your college is a member of California Colleges for International Education, a consortium of community colleges dedicated to cooperation in increasing international understanding.

For Further Information and Brochures: Visit the Office of Instruction or Call (213) 621-2401

APPENDIX D

Santa Barbara Community College District
Santa Barbara City College

March 2, 1987

RECEIVED
California Community Colleges
MAR 6 1987

Dr. Nancy Glock
1107 9th Street, Fourth Floor
Sacramento, CA 95814

Dear Nancy,

I apologize for the delay in getting the international education materials to you. I hope they're not too late.

Specifically, I've included:

1. Program fliers.
2. College International Education Policies.
3. Examples of Requests for Proposals.
4. Sample of a program proposal - China/Japan.

Some thoughts on future directions are the following:

1. Community colleges should be encouraged to include international perspectives in the overall educational program. This emphasis should include: general curriculum, study abroad programs, greater use of international students as a resource on campus and in the community, and staff development.

2. California and the northwestern states must orient to the Pacific Rim. Our curriculum and programs need to provide students with the knowledge of and sensitivity to the Pacific Rim area (I personally include Latin America in this area. Most material I read doesn't, but I believe this is short-sighted).

3. Any effort toward internationalizing the curriculum and programs should include a significant amount of emphasis on the multicultural reality in the United States and especially California and the five south-western states. The demography of our state is changing dramatically. The schools, in general, are not preparing students well for the reality of living in a multicultural/multilingual society. The changes coming can be looked upon as an exciting challenge or a threat. The schools really aren't doing much to ensure the former.

721 Cliff Drive □ Santa Barbara, California 93109-9990 □ (805) 965-0581

4. The California Community Colleges can serve as a model post-secondary educational alternative for many of the developing Pacific Rim nations. I believe that the Chancellor's Office could serve as the lead in making countries more aware of this marvelous educational system. Educators from China, Thailand, Indonesia, etc. have visited SBCC and expressed great interest in our system.

5. I sometimes feel that there is as great need to establish minimum intercultural literacy expectaions as there is the need to addresss reading, writing and critical skills minimums.

6. I am glad that Assemblyman Hayden is attempting to heighten awareness about California's future as a part of the Pacific Rim. His prodding is important.

I wish you well with your project. If in the future I can provide additional information or support, please don't hesitate to call. I'd like to help--and next time I'll respond more promptly.

Sincerely,

John Romo, Vice President,
Academic Affairs

JR/jdm
Enclosures

APPENDIX E

Board of Governors of the
California Community Colleges
July 10-11, 1986

Item 9

Title: Study Abroad Programs and Related Fund for Instructional Improvement Grant Application for 1986-87

Staff Presentation: Allan Petersen, Dean
Program Evaluation and Approval

Summary

In May 1986 the Board of Governors delayed approval of a Fund for Instructional Improvement Grant regarding study abroad programs pending a staff report. This item provides additional background and analysis as requested by the Board. It includes information about the kinds of study abroad programs currently being offered in postsecondary institutions, the evolution of those programs, and the number of students enrolled in them. Educational, legal, and financial considerations associated with these programs are discussed. Finally, an expanded description of the California Colleges for International Education FII grant proposal is presented.

Recommended Action

The Instructional Policy Committee should recommend that the full Board approve the proposed Fund for Instructional Improvement grant for 1986-87 for the project titled, "California Colleges for International Education," through the Consortium's agent, Los Angeles City College, in the amount of $23,197 as shown in Appendix A.

Background

During the May 1986 meeting of the Board of Governors, there was considerable discussion of the 1986-87 Fund for Instructional Improvement grant proposals. It became evident that background information on study abroad programs was needed for Board action on a specific proposal titled "California Colleges for International Education." Action on this proposal was deferred pending a staff report on the subject.

The term "international education," as used generally in higher education and as used specifically in the California consortium grant proposal, refers to study abroad programs as well as internationalizing (or introducing a global perspective into) curriculum in a range of disciplines, developing courses and programs in international business, and encouraging growth and innovation in foreign language studies. Because the interest and concerns of Board members center primarily on study abroad courses, this report focuses on that particular component of international education, and in some places, the term "international education" is loosely applied as a synonym for study abroad.

Key Findings

To gather information for this report, staff interviewed representatives of all three public segments of postsecondary education in California, reviewed community college course catalogs and class schedules, conducted a telephone survey of 43 community colleges and studied state and national literature. Key findings from these efforts are:

- Study abroad programs are flourishing in two- and four-year colleges and universities across the country and are expanding in number and enrollments. Thirty-one of the 43 California community colleges contacted offered approximately 200 courses abroad to over 2,000 students in more than 24 countries during the 1985-86 year.
- The primary objective of most study abroad programs is to enable students to gain first-hand knowledge and understanding of other areas of the world. Students, particularly those planning careers in teaching, government service, or world trade, have the opportunity to increase their communication skills through participation in the language and culture of other countries.
- California community college study abroad programs generally have an evolutionary history, often originating as unsanctioned excursions that progressed to carefully organized community services activities and finally developed into credit eligible programs that frequently contain educational and evaluation components more strenuous than most on-campus programs.
- Study abroad programs in the senior segments are generally of semester length in a specific foreign location with a limitation on touring. Community colleges are moving in the same direction, with the majority of credit offerings being semester length; however, shorter excursion-type programs are still being offered. Non ADA-producing community services study abroad offerings are typical of the shorter, excursion type.

- The California State University and University of California study abroad processes, conditions, contractual agreements, etc., are generally more tightly organized than are those in community colleges.

- California State University and the University of California have adopted Board policy on the conduct of international education programs and have provided for the administration of such programs from their systemwide offices.

- Community college study abroad programs must adhere to Education Code 72640 et seq. (so-called field trip provisions), but little oversight and coordination are provided by the Chancellor's Office.

- A consortium of community colleges interested in international studies has recently organized and, through various means, is providing for improvement of instruction and development of common practices with regard to legal, financial and ethical considerations.

- Financial aid is utilized by some students in all three segments for participation in international education programs.

- Selection processes are utilized by colleges in all three segments for participation in credit programs because all interested students cannot be accommodated and because the nature of the program requires prerequisites, commitment and maturity.

- The Western Association of Schools and Colleges sanctions credit travel-study courses.

- Participating community colleges are concerned about existing law relating to field trips as it is applied to study abroad programs but believe they are in compliance with the regulations.

The National Perspective

International education is gaining in importance in American community colleges. Increasingly, community colleges are augmenting the international/ intercultural dimension of their curricula. Nationwide, thousands of community college students are attending classes overseas. Thousands more are enrolling in on-campus classes and programs newly created or altered to meet the demand for a citizenry better prepared for understanding our complex world.

Community college consortia dedicated to international understanding are active in other parts of the nation. (Several of them are or have been funded by the U.S. Department of Education through its Office of International Education Programs.) Among these are the International/Intercultural Consortium of the American Association of Community and Junior Colleges (AACJC), the Pacific Northwest Consortium, the Southwest Consortium, the Florida Consortium, and others in New Jersey, Massachusetts, Texas and the midwest. Two of the best known are Community Colleges for International Development and the College Consortium for International Studies, the latter counting over 120 members, both primarily on the east coast.

The December/January 1984-85 issue of the Community and Junior College Journal was dedicated to international education, and its feature article dealt with strengthening curricula with international dimensions.

University of California

University of California Education Abroad Programs are administered by the University of California, Santa Barbara campus, with active participation from all campuses. In 1986-87, students are expected to study in Asia, Australia, Africa, Europe, Latin America, and the Middle East. In exchange, students will come to UC from these foreign institutions.

With careful planning students of most academic disciplines can make normal progress toward their UC degrees; however, acceptance of credits earned abroad toward major or graduation requirements depends upon UC departmental or campus criteria. Approved courses are recorded on official UC transcripts. In countries where instruction is not in English, students participate in an intensive language program ranging from five to ten weeks prior to the academic year. An orientation program to help students adjust to the host culture, environment, and university is provided.

Selection of UC undergraduate students is subject to the following minimum qualifications: 3.0 cumulative GPA, or the equivalent, at the time of application; junior standing by the end of the spring term; support of a special campus Selection Committee; and completion of language courses as required, with an overall GPA of 3.0, or the equivalent, by the end of the spring term.

Community college transfer students may participate in the Program as juniors or seniors if they are transferring to UC Irvine, Riverside, or Santa Barbara.

The cost of studying abroad is comparable to the cost of studying on a UC campus. No overseas tuition or administrative costs are charged. The only additional costs directly related to the Program are for round-trip transporation and vacation, travel, and personal expenses beyond what normally would be spent at home.

As on a UC campus, participants are responsible for UC registration and educational fees, campus fees, and room, board, books and personal expenses. The estimated total minimum expense for 1985-86 ranges from approximately $5,400 for the nine-month Hong Kong program to $8,500 for the twelve-month Norway program. These figures include international transportation and a modest amount for spending money and vacation travel. In comparison, the campus budget estimates for studying nine months at UC range from approximately $5,800 to $7,900.

The Deputy Director of Education Abroad Programs for University of California Systemwide reports that:

- Approximately 800 students are participating in Education Abroad Progra this year at 50 universities in 25 countries.

- A 10% increase in student participation is forecast for Education Abroad Programs within the next three years.

- UC has special financial assistance programs for ethnic minority students.

- Students commit to a one-year study interval.

- Two years of language study in the host country's language is required before students study abroad.

- The Board of Regents and the Academic Senate have approved policy statements supporting study abroad.

- There has been no observable effect of terrorism upon student participation in the Education Abroad Programs nor has any student been a target. However, students are continually advised to exercise prudence.

California State University

California State University International Studies Programs are administered by the Office of International Programs in the Chancellor's Office. International Programs was established in 1963 as the official study abroad unit of the California State University and Colleges. Students are offered an opportunity to enroll simultaneously at one of the CSU campuses (where they earn academic credit and maintain campus residency) and in a foreign university or a special study program center for a full academic year.

Eligibility is limited to students who: have achieved an overall grade point average of 2.75 (except for a few specified programs where the minimum GPA is 3.0); will have upper division or graduate standing during their year of study abroad; show ability to adapt to a new environment; and are, where required, competent in the language of instruction at the foreign university. Selection is made by a faculty committee on the student's home campus and by a statewide faculty committee. Since more students apply than can be selected, selection is on a competitive basis. California community college transfer students may participate in the program as juniors or seniors and, of course, are subject to the same selection process.

The International Programs operation is supported by state funds to the same extent that such funds would have been expended had the student continued to study at his home campus in California. Students assume costs for predeparture processing, insurance, transportation, housing, and meals. Home campus registration fees, tuition on the home campus for nonresident students, and personal incidental expenses or vacation travel costs while abroad are also paid by the student. Those accepted by International Programs may apply for most types of financial aid available at their home campuses.

The Director of the International Programs at California State University reports that:

- Costs to students are about the same as on campus except for airfare.
- A minimum one-year (30 units) commitment is required of participants.
- Fifty (50) percent of students in international programs are receiving financial aid.
- International programs are operated at costs slightly lower than on-campus programs, as a general rule.
- No changes have been observed in student participation due to terrorism nor has any incident of terrorism or attempted terrorism been reported.
- Approximately 300 student FTE were reported in International Education last year.

Survey Results of Community College Study Abroad Programs

In spite of the emergence of study abroad programs as a legitimate and even favored instructional strategy in many of our community colleges, statewide data concerning these offerings have been scant. Existing statewide devices for collecting course data are based on subject area rather than instructional method or strategy. (For example, English Literature 101 is recorded the same regardless of whether it is part of an England study abroad program or is offered on campus.) For that reason, the Chancellor's Office identified those colleges with study abroad programs through other means: identification of international education consortium colleges, a search of college catalogs and course offerings for clues and, finally, telephone calls (see survey in Appendix B).

The survey yielded the following information:

- At least 31 community colleges presently offer courses abroad; five others plan to offer courses in the near future;
- The number of years colleges have offered courses abroad range from one to 15, with an average of six years;
- The majority of courses taken abroad are also taught on campus. Only four colleges indicated these courses were special courses taught only abroad.
- Courses taken abroad are taken as a part of the students' major/degree, as general education or as electives.
- Semester-length courses tend to be taken by more full-time students, whereas summer courses tend to attract more part-time students.
- In general, more women than men enroll in study abroad courses. The majority of students taking credit courses are under 50 years of age, whereas students taking community services courses are typically over 50.

The ethnicity of credit students is predominantly Caucasian (65-95%), with some Black, Hispanic, Asian, Filipino and American Indian; community services courses average 92 percent Caucasian.

- Financial aid was provided to approximately 134 students (6.8%) taking credit courses. Most of the aid provided was through Guaranteed Student Loans (GSL) and some Pell Grants.

- Twenty-eight colleges offered or plan to offer credit courses in 24 countries and islands in 18 instructional areas. Approximately 175 different types of courses were offered in 1985-86 with roughly 2,000 students participating. Courses are most often semester length and offered for three units. Colleges with full programs generally require students to take a minimum number of units for the semester. The majority of credit courses transfer to both UC and CSU and have prerequisites.

- Although no terrorism had been reported, during the telephone survey it was learned that several summer study abroad programs had been cancelled because of the terrorist threat.

Table A (Appendix C) displays the courses offered abroad by instructional area from fall 1985 through summer 1986. Table B contains information regarding courses and students in the categories of credit and community services. Also contained in Appendix C are descriptions of two community college districts' international education programs: Santa Barbara and Los Angeles.

Additional Issues Relating to Study Abroad Programs

Legislative Interest

Some legislators have recently shown a heightened interest in promoting international education. Assembly Concurrent Resolution 82 by Tom Hayden, introduced in 1985, contained legislative findings relative to the importance to our "internationalized economy" of education in the business, political science, sociology, history, language, religion, economics, and culture of other Pacific Rim countries. ACR 82, in its initial form, would have requested the University of California to conduct a study of needs and methods for furthering Pacific Rim international education. Assemblyman Hayden's staff contacted the Chancellor's Office and requested information on community college offerings relative to Pacific Rim countries as specified in the resolution, in preparation for adding community colleges to the language of the measure. Although ACR 82 was not finally enacted, its introduction and the intent to include community colleges are indications of legislative interest in international education.

Accreditation

The Western Association of Schools and Colleges (WASC) recognizes travel-study courses and, according to its 1984 handbook, has established the following policy concerning credit offerings:

Travel-study courses meet the same academic standards and requirements as on-campus courses of the institution. Academic credit is not awarded for travel per se.

Financial Aid

Students who wish to study abroad are eligible to apply for financial aid in all segments of postsecondary education in California. The aid includes grants, scholarships, and loans such as Cal Grants, Pell grants, and National Direct Student Loans (NDSL). It appears that the most common form of aid to such students is guaranteed student loans.

According to the National Association of Student Financial Aid Administrators (NASFAA) Encyclopedia, under General Program Administration, Section 1.11.2.3 regarding "Study Abroad," an enrolled regular student at one of their member institutions may receive campus-based aid (these are federal funds) for study outside the United States. This section, as well as as the section defining "regular" student, is attached as Appendix D.

Two experienced financial aid officers from community college campuses have confirmed that some students have been awarded diverse financial award packages while participating in a study abroad program. Student budgets were developed and used which included reasonable allowances for costs associated with the study abroad situation.

Student Aid Commission staff who have been contacted confirmed that Cal Grants A and B (state aid funds) are allowed in similar circumstances as those discussed above. Therefore, an eligible student (regular student) is defined as a student who is enrolled for the purpose of obtaining a degree or certificate or a student who is enrolled in a two-year program which is acceptable for full credit towards a bachelor's degree.

Legal Issues

In California's community colleges, study abroad programs must meet "field trip" provisions of Education Code Section 72640 et seq. These provisions provide that no student shall be prevented from making a field trip or excursion (including trips out of the country) because of lack of sufficient funds (see Appendix E).

This Education Code section authorizes community college districts to conduct study abroad programs and to collect apportionment for courses offered as part of such programs.

Colleges believe they are meeting the requirements of the Education Code by making grants and/or loans to applicant students who meet the requirement for financial aid and who otherwise would qualify for the program. Since most colleges offer parallel courses on campus, students not meeting the financial aid requirements and still not able or willing to pay their own required expenses can enroll in the same course on campus. In addition, study abroad semester length programs feature living circumstances that may be less costly than those at home, thereby offsetting the cost of travel to and from the program location.

Last year, the Chancellor furnished all colleges with a compliance check list that included references to study abroad programs (see Appendix F). College presidents were to either acknowledge compliance problems for each of many compliance factors enumerated, or they were to indicate that they were in compliance. The completed document was to be returned to the Chancellor's Office. It is believed that the document spurred at least some colleges to seek independent legal advice and to apply more strict controls to their programs. In every case, colleges acknowledged that they were in compliance with the applicable Education Code provisions.

CALIFORNIA COLLEGES FOR INTERNATIONAL EDUCATION FII GRANT PROPOSAL

Background

California Colleges for International Education is a consortium of 29 colleges dedicated to the concept of increasing international understanding through education. Other colleges are in the process of seeking the approval of their governing boards to join.

To join the consortium, a college or district must implement study abroad programs in accordance with CCIE guidelines. To provide a framework for member colleges to offer the highest quality programs, "Guidelines on Study Abroad Programs" have been set. Under the guidelines, each college implements a policy regarding selection and evaluation of classes and instructors. Colleges also designate a person who represents the study abroad program.

The stated goals of the consortium are to:

- Encourage development of an international perspective in community college classrooms;
- Increase awareness and encourgement of international development through technical education;
- Promote opportunities for sharing of international/intercultural expertise;
- Form liaisons between organizations and consortia involved in international education activities;
- Provide incentives for faculty to add to or expand the international dimensions of their teaching; and
- Provide an international and intercultural education resource to the Chancellor's Office.

Areas identified for cooperation include: study abroad programs, international curriculum projects, international development projects, grant writing, faculty exchange programs, and meetings, symposia and workshops on any or all of the above.

The Consortium Proposal

In April 1985, the Consortium submitted a proposal requesting support for its program to expand its membership, inform all colleges of the responsibilities assumed under law when study abroad programs are inaugurated, and promote instructional quality standards among all participating faculty. This proposal was favorably received by the Advisory and Review Council but, because of the severe budget reduction for the Fund, the proposal was not recommended to the Chancellor. The Council did propose, however, that this project be recommended if the Fund were augmented.

In 1986, the Consortium again submitted a proposal and the Advisory and Review Council again gave it favorable consideration, recommending it for support in the 1986-87 fiscal year.

This project is designed to encourage the development of quality study abroad programs and to provide incentives for faculty to develop or expand the international dimension of their teaching. The project will encourage the development of new teaching materials across the curriculum by offering workshops and a graduate-level class taught by a nationally recognized specialist in curriculum development and will offer support for faculty selected to prepare teaching materials.

The workshops will emphasize four areas in which American community colleges are involved in international education: 1) study abroad classes and programs; 2) curriculum development; 3) foreign faculty exchanges; and 4) international development activities. Workshop leaders will include those with a specialized knowledge of how to internationalize classes and how to initiate new programs. Encouragement will be given to increasing and improving instruction in international business. Also, new methods in learning foreign languages will be discussed.

The project will be administered by the International Education Program off at Los Angeles City College. It will, however, be a consortium project. [illegible] the conclusion of the funding, California community colleges will have gre expertise in international education. Membership in CCIE will be increase and more colleges will have produced guidelines for international activitie that are in harmony with existing regulations. More students will be exposed to global perspectives, and the consortium will be closer to establishing a self-supporting office with a regular staff and budget. An abstract of the project and the project budget are included as Appendix A. Also shown in Appendix A is a list of member colleges in the California Colleges for International Education (CCIE).

APPENDICES

Appendix A:

- Project Proposal for "California Community Colleges for International Education"
  - Abstract of Project Internationalizing the Curriculum
  - Budget Submitted by Los Angeles City College
- California Colleges for International Education (CCIE)

Appendix B:

- International Educational Telephone Survey

Appendix C:

- Study Abroad Programs Student and Course Data
  - Table A
  - Table B
- Santa Barbara Community College District
- Los Angeles Community College District

Appendix D:

- National Association of Student Financial Aid Administrators Encyclopedia

Appendix E:

- Education Code Provisions Related to Field Trips

Appendix F:

- Program Administrative Review

APPENDIX A

Projects Recommended for Funding Under Board of Governors' 1986 Basic Agenda

Accountability

Recommendation #3:

"...enhance understanding of role and mission of community colleges by those who work in or attend them..."

GRANTS	Amount Recommended
DISTRICT: Los Angeles COLLEGE: Los Angeles City	
CALIFORNIA COLLEGES FOR INTERNATIONAL EDUCATION (242-86-03)	$ 23,197

Most California community colleges lack experience and expertise in the conduct of study abroad programs, particularly in the administrative details involved in the legal, contractual, liability and supervision matters. Many are unaware of the emphasis which must be placed upon careful preparation and evaluation of coursework in order to guarantee quality programs. This proposal is designed to strengthen an already functioning consortium of colleges which is addressing these needs. The consortium will retain a coordinator to arrange necessary meetings, consult with colleges considering study abroad courses, and provide systematic communication.

ABSTRACT OF PROJECT

INTERNATIONALIZING THE CURRICULUM

The International Education Program will coordinate a project designed to 1) encourage the development of quality study abroad programs, and 2) provide incentives for faculty to add or expand the international dimension of their teaching. The means to reach these objectives will be the strengthening of California Colleges for International Education, a consortium of colleges committed to the promotion of international understanding through education. Building on the foundation of the Global Curriculum Project for 1983-84, the project will disseminate information and materials already available; will encourage the development of new teaching materials across the curriculum by offering workshops and a graduate level class; and will offer support for faculty selected to prepare teaching materials.

Most California community colleges have a lack of experience in the area of study abroad programs, particularly in the administrative details involved in legal, contractual, liability and supervision matters. Emphasis must be placed on careful preparation and evaluation in order to guarantee quality programs.

The present two elected officers of CCIE are full-time administrators, unable to assume the responsibilities of leading the consortium except on a part-time basis. The project will provide funding for an international education specialist, Dr. Gerhardt Steinke, to organize meetings at colleges throughout the state, which will encourage discussion of study abroad and internationalizing the curriculum. A curriculum specialist (former Global Curriculum Project Director Chris McCarthy) will work with faculty in preparing teaching materials. Nationally-known curriculum specialists will participate in meetings designed to encourage greater awareness of international education.

Emphasis will be placed on a wide distribution of information, through project summaries, a newsletter and the continued development of the International Education Resource Center at Los Angeles Harbor College.

At the conclusion of the project, California community colleges will have greater expertise in international education. Membership in CCIE will be increased and more colleges will have produced guidelines for international activities. More students will be exposed to global perspectives, and the consortium will be closer to establishing a self-supporting office with a regular staff and budget.

Budget

Use the following format for a budget summary. Also, on a separate page, explain in detail how funds will be spent within each category.

WHEN ENTERING DOLLAR AMOUNTS, ROUND OFF TO NEAREST DOLLAR. *DO NOT TYPE CENTS.*

OBJECT OF EXPENDITURE	CLASSIFICATION	LINE	Local Funding	Fund for Instructional Improvement	Other	Total
1100	TEACHERS' SALARIES	1	8,333	3,000		11,333
1200	SUPERVISORS' SALARIES	2				
1200	COUNSELORS' SALARIES	3				
2200	INSTRUC AIDES' SALARIES	4				
2100	CLERICAL SALARIES	5	1,773			1,773
2300	OTHER CLASSIFIED SALARIES	6		14,999*		
3000	EMPLOYEE BENEFITS	7	2,378			2,378
4100	TEXTBOOKS	8				
4200	OTHER BOOKS	9	500	500		1,000
4XXX	INSTRUCTIONAL SUPPLIES	10				
4XXX	MEDIA SUPPLIES	11	150	1,000		1,150
4XXX	OTHER SUPPLIES	12	500	500		1,000
4800	EQUIPMENT REPLACEMENT (LOANS ONLY)	13				
5XXX	CONTRACTS (SERVICES)	14		6,850		6,850
5XXX	CONFERENCE, TRAVEL	15	300	2,400		2,700
5XXX	CONTRACTS, RENTS	16		500		500
5XXX	UTILITIES, HOUSEKEEPING	17				
6400	EQUIPMENT LEASE PURCH	18				
55XX	TELEPHONE		300	0		300
	TOTAL DIRECT COSTS	19	14,034	29,749		43,983
	TOTAL INDIRECT SUPPORT CHARGES %	20				
	TOTAL PROGRAM COSTS	21	14, 234	29,749		43,983

*This includes $4,298 in Unclassified Student Worker and Professional Expert salaries.

California Colleges for International Education (CCIE)
Member Colleges

1. Coastline Community College
2. Cypress College
3. East Los Angeles College
4. El Camino College
5. Fullerton College
6. Glendale College
7. Golden West College
8. Irvine Valley College
9. Los Angeles City College
10. Los Angeles Harbor College
11. Los Angeles Mission College
12. Los Angeles Pierce College
13. Los Angeles Southwest College
14. Los Angeles Trade-Technical College
15. Los Angeles Valley College
16. Moorpark College
17. Napa Valley College
18. Orange Coast College
19. Oxnard College
20. Saddleback College
21. San Diego City College
22. San Diego Educational Cultural Complex
23. San Diego Miramar College
24. San Francisco City College
25. Santa Barbara City College
26. Santa Monica College
27. Santa Rosa Junior College
28. Ventura College
29. West Los Angeles College

APPENDIX B

International Educational Telephone Survey

College: ___
Person Contacted: ___
Date: ___

Introduction and Definition:

1. Does your college presently offer, offered in the past, or plan to offer courses abroad?

Present	Past	Future
___ yes ___ no	___ yes ___ no	___ yes ___ no

If yes to #1, please answer the following questions as appropriate. If actual figures are not available, please provide estimated percentages.

2. How long has the college offered courses abroad?
___ Years

3. Courses taken abroad are:
___ part of major/degree
___ electives
___ other

4. Courses taken abroad are: (Please provide estimated percentages)
___ Regular on campus courses also taught abroad.
___ Special designed sections of regular course.
Is separate Board approval obtained ___ yes ___ no
___ Special courses only taught abroad.
___ Other (i.e., contract education)

5. Students taking courses abroad are:
___ full-time
___ part-time

6. What are the characteristics of student participants?

Age	Sex	Ethnicity
___ 18-29	___ Female	___ White
___ 30-49	___ Male	___ Black
___ 50 and over		___ Hispanic
		___ Asian
		___ Other
		___ Filipinos
		___ Am Ind/Alaskan

7. Is financial aid available for students taking courses?
___ yes ___ no

If yes, what king of aid?
___ Regular
___ Special (funds uniquely used for courses abroad)
___ Other

8. Please supply the following information for courses offered or planned for the 1985-86 academic year (Fall 1985 through Summer 1986). If information for individual courses is not available, please provide totals or percentage estimates.

Course Title	Country	Length	OFFERED 85 Fall	 86 Spring	 '86 Summer	# of Units	CREDIT Ind. St.	Transfer UC	 CSU	Non-Credit	Community Services	# of Students	# of Stu. Rec'd Financial Aid	Prerequisites Yes	 No	ADA Claimed
TOTALS																

9. Do you know of any other colleges offering courses abroad? __ yes __ no.
If so, please list

Appendix C
Table A
Courses Offered Abroad by Instructional Area
Fall 1985 through Summer 1986

Instructional Area	# of Courses*	# of Students	Countries and/or Islands
CREDIT			
French Language & Culture	58	473	France
Spanish Language & Culture	39	353	Mexico, Spain
English Language, Literature & Culture	25	344	England, Mexico
European Literature & Culture	8	83	Belgium, England, France, Holland, Italy
Educational Study Tours	7	96	Belgium, China, France, Holland, Italy, Mexico, Russia
Chinese Language & Culture	6	40	China
Art	5	98	Belgium, China, England, France, Greece, Italy, Spain
Geography	5	123	Australia, England, Mexico, New Zealand, Peru
Japanese Language & Culture	4	Unknown	Japan
German Language & Culture	3	6	Germany
Portuguese Language & Culture	3	17	Brazil
Biology	3	63	Australia, Jamaica, Mexico
Child Development	2	54	Australia, New Zealand
History	2	80	China, England, Mexico
Psychology	2	77	Hawaii, Mexico
Social Science	1	15	China
Culinary Arts	1	21	France, Greece, Italy
Ornamental Horticulture	1	20	England, France
Total Credit	175	1,963	
COMMUNITY SERVICES			
Educational Study Tours	14	271	Australia, Austria, Bahamas, British Isles, China, England, France, Italy, Kenya, Mexico, Norway, Peru, Scandanavian Countries, Spain, Switzerland, West Germany
Art	2	36	Austria, England, Germany, Switzerland, Russia
Nursing	1	23	China
Total Community Services	17	330	
Total Credit & Community Services	192	2,293	

*Available for student selection.

Table B
Courses Offered Abroad
Fall 1985 through Summer 1986

	Number of Students		Number of Courses								
								Transfer		Prerequisites	
	Total	Receiving Fin. Aid	Total*	Fall 1985	Spring 1986	Summer 1986	Indep. Study	UC	CSU	Yes	No
Credit	1,963	134	194	62	55	77	39	159	164	126	49
Community Services	330		17	2	2	13					
Totals	2,293	134	211	64	57	90	39	159	164	126	49

NOTE: Figures are based on information received from a telephone survey of 43 colleges believed to be offering courses abroad:

12 colleges reported no courses abroad
29 colleges reported offering credit courses abroad (4 of these colleges also offer community services courses)
7 colleges offer community services courses abroad (3 of these colleges offer only community services courses)

* Difference in total number of credit courses on Tables A and B is due to some language courses being offered in more than one term. A multiple count of those courses is shown on Table B.

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Santa Barbara Community College District

Santa Barbara Community College District provides international education programs for its students through its Santa Barbara City College Office of Academic Affairs.

For the most part, student programs are interdisciplinary. Courses to be offered must be regularly offered college courses and comply with all state and local regulations. Credit course offerings specifically developed for study abroad programs are not permitted. Courses are graded unless specifically approved for credit/no-credit by the office of Academic Affairs and the International Education Advisory Committee. Detailed planning is included in all course proposals, and student and faculty evaluations are required.

Students enrolled in semester-length study abroad programs must have completed twelve units of college level course work including English or its equivalent. A screening process for selection is employed which includes evaluation of applications, character references, academic references, and transcripts.

The President of Santa Barbara City College reports:

- Santa Barbara City College has been involved in the study abroad program for three years.
- A literature/social science emphasis has been operated in Cambridge, England for three years (120 students).
- An arts emphasis has been operated in Paris, France for the past two years (83 students).
- A social science emphasis has been operated in China for one year (43 students).
- Spanish courses have been offered in Cuernavaca, Mexico, for 11 years (summers only - 40-50 students per year).
- Only courses which are part of the regular curriculum are offered.
- No travel-only courses are offered for State apportionment.
- Evaluation of courses in international programs is more rigorous than that for on-campus programs.
- The Santa Barbara Community College District Board of Trustees has approved a policy statement for international programs credit courses.

Los Angeles Community College District

Travel study courses have been offered in the Los Angeles Community College District since 1970, and perhaps earlier. Initially, programs were offered without district sanction by instructors interested in enriching the educational experiences of their students. In some cases, students received credit upon return by applying for credit by examination. In 1977 the Board of Trustees approved the offering of a Spanish language program in Mexico as part of the Harbor College summer session, and the Committee on International Education was formed to work in cooperation with the newly created Office for New Dimensions. Administrative Regulation E-19, Travel Study Program, defining the requirements of the International Education Program, was subsequently adopted by the district.

Under the guidance of New Dimensions, a Travel Study Program was established for the summer of 1978. Summer session, unfortunately, was cancelled throughout the District that year. Four travel programs, however, were conducted as unsanctioned courses. With the demise of the Office for New Dimensions as a result of Proposition 13, the Travel Study Program was assigned to the district's Division of Educational Planning and Development. In the summer of 1979, two classes were offered for credit in Mexico, Spain and Israel by Harbor College.

The International Education Program became part of Metropolitan College in January 1980, with credit and administrative support being provided by Harbor College. Nine summer classes were offered in 1980, along with a spring theatre program in New York City. From December 1980 to September 1981 the International Education Program office was located at Los Angeles City College. (About that time, Metropolitan College closed operations.) Since then the office has been located at the district office, with credit being granted by Los Angeles City College and Los Angeles Trade-Technical College. Courses currently are taught in over twenty countries around the world. It is estimated that 259 students participated in courses abroad in 1985-86.

APPENDIX D

Excerpt from the National Association of Student Financial Aid Administrators Encyclopedia

General Program Administration

1.11.2.3 Study Abroad

A student may receive campus-based aid for study outside the U.S. offered by the institution he or she is attending, or under a written agreement between the two or more institutions involved which indicates that the student is considered to be enrolled by the home institution at which he or she expects to receive a degree or certificate. As a regular student, the credits that are received for study abroad and transferable to the home institution must be accepted for credit toward the student's degree or certificate. Being considered a regular student while studying abroad is sufficient for the purpose of including a reasonable allowance for costs associated with such study in the student's campus-based cost of attendance. To be "normally included," the course of study abroad does not have to be a required part of the degree or certificate program's curriculum in which the student is enrolled.

1.11.2.1 Regular Student

To be eligible for Pell and campus based funds, a student must be enrolled as a "regular student." The "workload" required for a GSL is less stringent (see 6.8, GSL and PLUS Programs, for requirements).

A "regular student" is defined as a student who is enrolled in an eligible program at an institution of higher education for the purpose of obtaining a degree or certificate or a student who is enrolled in a two-year program which is acceptable for full credit towards a bachelor degree.

To conform with these program eligibility requirements it is necessary for the institution to have in place:

- o a method to identify a student's purpose, intent, or goal in attending the institution (through this vehicle the institution determines whether or not the student is there for the purpose of obtaining a degree or certificate or is in a transfer program); and
- o a method which is used to link the student's declared purpose to the awarding of Pell and campus-based aid.

If the institution has this necessary two-part system in place, it should review that system to ensure its conformance with program regulations. As pointed out in the August 4, 1983, USDE Dear Colleague letter, if, in examining its operations for the 1983-84 year, the institution does not have such a system in place, it must do two things:

o establish such a system, and

o reconstruct the records for the 1981-82 and 1982-83 award years under the new system to ensure that only eligible students received Pell and campus-based aid.

Current understanding of the Department of Education policy can be summarized briefly as follows: if a student enrolls in a course and is taking it only for his or her own self enrichment or satisfaction and does not expect to pursue a degree or certificate program, the student would not be eligible to receive a Pell Grant or campus-based aid. If, on the other hand, that student has indicated an intent to obtain a degree or certificate and enrolls in a course of study leading to such, he or she could be eligible for financial aid.

Nothing in the regulations mentions a student having to declare a major. Therefore, if the student is undeclared but the course would lead him or her eventually to a degree or certificate, and that is the student's purpose for taking the courses, he or she would be eligible for Pell Grant and campus-based aid. Thus, a student can be in an undeclared major category or enolled in a course of general study which would lead him or her to a degree or certificate and still be eligible for Pell and campus-based funds.

In answer to an earlier question regarding eligibility for NDSL and CW-S funds, ED stated that, in order to be eligible to receive NDSL and CW-S funds, the student must be enrolled or accepted for enrollment in an eligible institution and determined to be a "regular student" enrolled in an "eligible program." The term "regular student" is defined as a person who enrolls in an eligible program at an institution for the purpose of obtaining a degree or certificate. Simply stated, if the student is attending an institution of higher education for the purpose of

o obtaining a degreee,

o obtaining a certificate awarded by the institution*, or

(*NOTE: This requirement is met if the State or an agency external to the institution awards a certificate. However, the school should award a certificate of completion of the program even though the student receives a certificate from another entity.)

- is in at least a 6-month program leading to a certificate or degree that prepares the student for gainful employment in a recognized occupation, then that student is eligible to receive the NDSL and CW-S funds [and SEOG funds if otherwise eligible].

In order for a "special student" to conform to "regular student" requirements, the institution must have in place (1) a method to determine whether the student is enrolled for the purpose of obtaining a degree or certificate or is in a transfer program, and (2) a method which is used to link the student's declared purpose to the awarding of Title IV aid.

APPENDIX E

EDUCATION CODE PROVISIONS RELATED TO FIELD TRIPS

EDUCATION CODE

§ 72640. (First of two; amendment operative until January 1, 1988) Excursions and field trips

The governing board of a community college district may:

(a) Conduct field trips or excursions in connection with courses of instruction or school-related social, educational, cultural, athletic, or college band activities to and from places in the state, any other state, the District of Columbia, or a foreign country for students enrolled in a college. A field trip or excursion to and from a foreign country may be permitted to familiarize students with the language, history, geography, natural sciences, and other studies relative to the district's course of study for such pupils.

(b) Engage such instructors, supervisors, and other personnel as desire to contribute their services over and above the normal period for which they are employed by the district, if necessary, and provide equipment and supplies for such field trip or excursion.

(c) Transport by use of district equipment, contract to provide transportation, or arrange transportation by the use of other equipment, of students, instructors, supervisors or other personnel to and from places in the state, any other state, the District of Columbia, or a foreign country where such excursions and field trips are being conducted; provided that, when district equipment is used, the governing board shall secure liability insurance, and if travel is to and from a foreign country, such liability insurance shall be secured from a carrier licensed to transact insurance business in such foreign country.

(d) Provide supervision of students involved in field trips or excursions by certificated employees of the district.

No student shall be required to pay a fee to participate in an instructionally related field trip or excursion within the state.

No student shall be prevented from making the field trip or excursion because of lack of sufficient funds. To this end, the governing board shall coordinate efforts of community service groups to supply funds for students in need of them.

No group shall be authorized to take a field trip or excursion authorized by this section if any student who is a member of such an identifiable group will be excluded from participation in the field trip or excursion because of lack of sufficient funds.

No expenses of students participating in a field trip or excursion to any other state, the District of Columbia, or a foreign country authorized by this section shall be paid with district funds. Expenses of instructors, chaperons, and other personnel participating in a field trip or excursion authorized by this section may be paid from district funds, and the district may pay from district funds all incidental expenses for the use of district equipment during a field trip or excursion authorized by this section.

The attendance or participation of a student in a field trip or excursion authorized by this section shall be considered attendance for the purpose of crediting attendance for apportionments from the State School Fund in the fiscal year. Credited attendance resulting from such field trip or excursion shall be limited to the amount of attendance which would have accrued had the students not been engaged in the field trip or excursion. No more contact hours shall be generated by a field trip or excursion than if the class were held on campus.

All persons making the field trip or excursion shall be deemed to have waived all claims against the district or the State of California for injury, accident, illness, or death occurring during or by reason of the field trip or excursion. All adults taking out-of-state field trips or excursions and all parents or guardians of students taking out-of-state field trips or excursions shall sign a statement waiving such claims.

(e) Nothing in this section shall be construed to require the governing board of a community college district to pay the costs of meals, lodging, and other incidental expenses for students participating in field trips and excursions. The costs of meals and lodging are incidental in nature and shall not be applied in determining the funds necessary for a student to participate in a field trip or excursion.

(f) This section shall remain in effect only until January 1, 1988, and as of that date is repealed, unless a later enacted statute, which is enacted before January 1, 1988, deletes or extends that date. If that date is not deleted or extended, then, on and after January 1, 1988, pursuant to Section 9611 of the Government Code, Section 72640 of the Education Code, as amended by Section 76 of Chapter 797 of the Statutes of 1979, shall have the same force and effect as if this temporary provision had not been enacted.

Amended Stats 1979 ch 797 § 76; Stats 2d Ex Sess 1983–84 ch 1 § 8, operative July 1, 1984. Stats 1984 ch 274 § 4, effective and operative July 3, 1984.

§ 72640. (Second of two; operative January 1, 1988) Excursions and field trips

The governing board of a community college district may:

(a) Conduct field trips or excursions in connection with courses of instruction or school-related social, educational, cultural, athletic, or college band activities to and from places in the state, any other state, the District of Columbia, or a foreign country for students enrolled in a college. A field trip or excursion to and from a foreign country may be permitted to familiarize students with the language, history, geography, natural sciences, and other studies relative to the district's course of study for such pupils.

(b) Engage such instructors, supervisors, and other personnel as desire to contribute their services over and above the normal period for which they are employed by the district, if necessary, and provide equipment and supplies for such field trip or excursion.

(c) Transport by use of district equipment, contract to provide transportation, or arrange transportation by the use of other equipment, of students, instructors, supervisors or other personnel to and from places in the state, any other state, the District of Columbia, or a foreign country where such excursions and field trips are being conducted; provided that, when district equipment is used, the governing board shall secure liability insurance, and if travel is to and from a foreign country, such liability insurance shall be secured from a carrier licensed to transact insurance business in such foreign country.

(d) Provide supervision of students involved in field trips or excursions by certificated employees of the district.

No student shall be prevented from making the field trip or excursion because of lack of sufficient funds. To this end, the governing board shall coordinate efforts of community service groups to supply funds for students in need of them.

No group shall be authorized to take a field trip or excursion authorized by this section if any student who is a member of such an identifiable group will be excluded from participation in the field trip or excursion because of lack of sufficient funds.

No expenses of students participating in a field trip or excursion to any other state, the District of Columbia, or a foreign country authorized by this section shall be paid with district funds. Expenses of instructors, chaperons, and other personnel participating in a field trip or excursion authorized by this section may be paid from district funds, and the district may pay from district funds all incidental expenses for the use of district equipment during a field trip or excursion authorized by this section.

The attendance or participation of a student in a field trip or excursion authorized by this section shall be considered attendance for the purpose of crediting attendance for apportionments from the State School Fund in the fiscal year. Credited attendance resulting from such field trip or excursion shall be limited to the amount of attendance which would have accrued had the students not been engaged in the field trip or excursion. No more contact hours shall be generated by a field trip or excursion than if the class were held on campus.

All persons making the field trip or excursion shall be deemed to have waived all claims against the district or the State of California for injury, accident, illness, or death occurring during or by reason of the field trip or excursion. All adults taking out-of-state field trips or excursions and all parents or guardians of students taking out-of-state field trips or excursions shall sign a statement waiving such claims.

Amended Stats 1979 ch 797 § 76; Stats 2d Ex Sess 1983–84 ch 1 § 8, operative July 1, 1984; Stats 1984 ch 274 § 4, effective and operative July 3, 1984. Stats 1979 ch 797 § 76

Amendments:

1979 Amendment: Deleted the former last paragraph.

1983–84 Amendment: Added the second and last paragraphs.

1984 Amendment: Added (1) subd (c), and (2) subdivision designation (f).

§ 72641. (First of two; amendment operative until January 1, 1988) Medical or hospital service for students injured on excursion or field trip

The governing board of any community college district conducting excursions and field trips pursuant to this article shall provide, or make available, medical or hospital service, or both, through nonprofit membership corporations defraying the cost of medical service or hospital service, or both, or through group, blanket or individual policies of accident insurance from authorized insurers for students of the district injured while participating in such excursions and field trips under the jurisdiction of, or sponsored or controlled by, the district or the authorities of any college of the district. The cost of the insurance or membership shall be paid from the funds of the district.

The insurance may be purchased from, or the membership may be taken in, only such companies or corporations as are authorized to do business in this state.

This section shall remain in effect only until January 1, 1988, and as of that date is repealed, unless a later enacted statute, which is enacted before January 1, 1988, deletes or extends that date. If that date is not deleted or extended, then, on and after January 1, 1988, pursuant to Section 9611 of the Government Code, Section 72641 of the Education Code, as added by Section 2 of Chapter 1010 of the Statutes of 1976, shall have the same force and effect as if this temporary provision had not been enacted.

Amended Stats 2d Ex Sess 1983–84 ch 1 § 9, operative July 1, 1984

Amendments:

1983–84 Amendment: (1) Substituted "shall be paid from the funds of the district" for "may be paid from the funds of the district, or by the insured student, his parent or guardian" at the end of the first paragraph; and (2) added the last paragraph.

§ 72641. (Second of two; operative January 1, 1988) Medical or hospital service for students injured on excursion or field trip

Amended Stats 2d Ex Sess 1983–84 ch 1 § 9, operative July 1, 1984. Stats 1976 ch 1010 § 2.

Note—See version in the bound volume.

Cal Jur 3d Universities and Colleges § 23.

§ 72642. [Repealed by Stats 1981 ch 470 § 104.]

APPENDIX F

PROGRAM ADMINISTRATIVE REVIEW
1986

Area: International Studies (Sec. 6) College: ____________________
Resource:
Phone: (916) 322-4656

AUTHORITY	COMPLIANCE FACTOR	Response	
		Yes	No
EC 72640	1. Are field trips or excursions to a foreign country scheduled in connection with an approved course of instruction? If "Yes," please complete the following.		
	2. a. Is district equipment used to provide transportation?		
	b. If so, is cost pro-rated among students?		
EC 72640(c)	c. Is liability insurance secured from a carrier licensed to transact insurance in the foreign country?		
EC 72640(d)	d. Are students supervised by certificated employee(s) of the district?		
EC 72640(d)	3. Is any student who is an identifiable member of the group for whom the field trip or excursion is planned prevented from attending because of lack of sufficient funds? a. If so, has the governing board coordinated efforts to provide funds for students in need of them?		
EC 72640(d)	4. Has credited attendance resulting from the field trip or excursion been limited to the contact hours that would have been generated by a class held on campus?		

PROGRAM ADMINISTRATIVE REVIEW
1986

Area: International Studies (Sec. 8) College: ____________________
Resource:
Phone: (916) 322-4656

AUTHORITY	COMPLIANCE FACTOR	Response Yes	 No
EC 72640(d)	5. Have all adults taking the field trip or excursion waived in writing all claims against the district and the State of California for injury, accident, illness or death occuring during or by reason of the field trip or excursion?		
EC 72640(d)	6. Have parents of minors participating on the field trips or excursions signed a waiver as specified in number 5?		
EC 72640(d)	7. Has the district claimed transportation allowances from the Board of Governors for expenses incurred as a result of the field trip or excursion?		
EC 72641	8. Has the district provided or made available medical or hospital service, or both, through a company or corporation authorized to do business in California, to all students participating in the field trip or excursion?		
	9. Does the district pay for such insurance?		
EC 72642	10. Is air transportation provided? a. Is such transportation provided by chartered aircraft operated exclusively by an air carrier or foreign air carrier in accordance with the provision of the Federal Aviation Act of 1958?		

COMPLETED BY ______________________________
NAME

____
TITLE

93

OXNARD COLLEGE

CALIFORNIA COMMUNITY COLLEGE CONCEPT PAPER

1. Project Title: Oxnard World Trade Institute
2. Duration of Training Program: Short-term training in a minimum of ten eight-hour workshops for up to 300 participants.
3. Private Industry Support: Estimated $10,000 to include cost of training, supplies, consultants, mailings, travel expenses and publications.
4. Project Manager and Project Director

Dr. William H. Lawson/Manager
Dean/Vocational Education
Oxnard College
4000 South Rose Avenue
Oxnard, CA 93033
(805)488-0911, ext. 229

Tanya Burke/Director
Division Director
Business/Public Services
Oxnard College
4000 South Rose Avenue
Oxnard, CA 93033
(805)488-0911, ext. 306

5. Funding: Employer-Based Training and ADA funding requests for $69,554.
6. Length of Project: January 1 - June 30, 1987
7. Statement of Outcomes:

Oxnard College in cooperation with the City of Oxnard, the Ventura County Economic Development Association (VCEDA), the Ventura County Private Industry Council (PIC), the Oxnard Harbor District, the City of Port Hueneme, and the newly formed Southern California World Trade Center Council, would work to develop the Oxnard World Trade Institute (OWTI) affiliated with the local Ventura County universities, i.e., California Lutheran University, the California State

University System's Ventura Learning Center (including UCSB and CSUN) and other appropriate private universities (see Exhibits "A-1 - A-4"). This Institute would be a part of the Oxnard World Trade Center recently designated by the World Trade Center Association. The OWTI would provide training in the use of the World Trade Center Network, a computerized communication/data-base system designed to help international businesses reduce costs, contact new companies, increase profits, and receive educational services. A "Survey of Interest" (Exhibit "B") conducted by the Oxnard World Trade Center Association would be used as a basis for the development of workshops and seminars to be offered to Center associates. This survey would also be a resource for the clearing-house function.

The initial outcomes would be:

A. Development of an operational Education Institution Committee as part of the Oxnard World Trade Institute (OWTI).

B. Development of a Business Advisory Committee as part of the OWTI.

C. Development and offering of a series of workshops and seminars for college credit to help small businesses expand their exports to the Pacific Rim Basin countries (see Exhibit "C").

D. Development of an International Trade Training Certificate for those who successfully complete the required training courses.

E. Provision of appropriate training for business in the use of the World Trade Center Network.

F. Establishment of working relationships with other World Trade Institutes in the Southern California World Trade Council and the World Trade Institute of the World Trade Center in New York.

G. Identification of local ethnic organizations to encourage cultural linkages for international trade, particularly with the Pacific Rim Basin countries.

H. Promotion of international trade training for women and economically-disadvantaged groups to encourage business development by them.

I. Development of resources for OWTI activities by establishing working relationships with the California Community College Administrators of Occupational Education's new Economic Development Committee, the California State World Trade Commission, and other government and private organizations concerned with economic development and world trade. (see Exhibit "D").

J. Development, publication and distribution of a "Directory" of educational resources in the Oxnard World Trade Institute's service area of Ventura, Santa Barbara, San Luis Obispo, Kern Counties as well as the northern section of Los Angeles County.

OXNARD WORLD TRADE INSTITUTE

Proposed Budget

1. Staffing	
A. Certificated	
1. Project Director (25% x $35,000/yr x .5 year)	$ 4,375
2. Project Coordinator (75% x $35,000 x .5 year)	$ 13,125
3. Instructors (20 classes x 8 hr/class x $25/hr)	$ 4,160
	$ 21,660
B. Classified	
1. Project Assistant (30% x $18,000/yr x .5 yr)	$ 2,700
2. Project Secretary (100% x $18,000/yr x .5 yr)	$ 9,000
3. Clerical Assistance (10 hrs/wk x $4/hr x 26 wks)	$ 1,040
	$ 12,740
C. Fringe	
1. Certificated ($21,660 x 20%)	$ 4,332
2. Classified ($12,740 x 30%)	$ 3,822
	$ 8,154
TOTAL STAFFING:	$ 42,554

2.	Supplies	$ 4,000
3.	Miscellaneous	
	A. Travel/Per Diem/Mileage	$ 6,000
	B. Communications/NETWORK	$ 7,000
	C. Publications	$ 3,000
	D. Equipment	$ 3,000
	E. Consultants	$ 4,000
PROJECT TOTAL:		$ 69,554

BRIEFING REPORT

CITY OF
Oxnard

Exhibit "A-1"

September 18, 1986

TO: City Manager

FROM: Economic Development Director

SUBJECT: Update on the World Trade Center Association - Oxnard

DISCUSSION

On March 28, 1986, the World Trade Center Association received and approved the City's request to establish a World Trade Center in Oxnard. After official designation was received, the City Council authorized the formation of the World Trade Center Steering Committee. The Steering Committee consists of seven representatives from the following entities:

City Council
Economic Development Advisory Commission
Oxnard Harbor District
Ventura County Economic Development Association
Robert P. Warmington Company
The Private Industry Council
The City of Port Hueneme

The City Council of the City of Oxnard is designated as ex-officio members of the Steering Committee. The Steering Committee has held five meetings to date.

In order to be accepted to the World Trade Center Association, applicants must be legally constituted bodies interested in operating, developing, or planning a World Trade Center. A World Trade Center must be designed to accommodate activities devoted to world trade, provide a minimum standard of services, and have facilities or programs under development which will create an operational World Trade Center. To meet these requirements of the World Trade Center Association, the Steering Committee identified four phases of development for the successful preparation of the World Trade Center Association - Oxnard:

Phase I	Application (completed)
Phase II	Conceptual Plan (in progress)
Phase III	Business Plan (including a detailed implementation plan)
Phase IV	Implementation

CURRENT STATUS

Phase I Conceptual Plan

The World Trade Center Association - Oxnard will be incorporated as a 501-C6 non-profit organization. The World Trade Center Association will consist of a seven-member Board of Directors (representative of the Steering Committee) and an Advisory Board. There will exist three classes of membership with the following annual dues:

Founding Member	$1,000
Associate Member	$ 500
Student (fulltime)	$ 60

A conceptual budget has been prepared based on an anticipated 115 members and other revenue from WTCA activities. Total revenue anticipated to be raised is $76,750 within a 15-month period (see Attachment 1). A bank account is to be established at the Bank of A. Levy. Ventura County Economic Development Association (VCEDA) will be responsible for the accounts. Signature authorization has been given to representatives from VCEDA (Nancy Morris), PIC (John Chase) and the Economic Development Advisory Commission (Ed Robings). Two signatures are required to disburse funds.

The Steering Committee has authorized Oxnard College to apply for a grant to establish the World Trade Institute. The course work would provide training to businesses who are interested in expanding into the Pacific Rim Market. In addition, the Steering Committee has authorized staff to apply for a $50,000 Job Training Partnership Act grant. This funding would assist in the development of the business plan (Phase III), a resource/referral center, full-time staffing, and an international trade library (see Attachment 2).

The next meeting of the Steering Committee is scheduled for October 10, 1986. I will continue to provide updates on developments as they occur.

JPS/DG:la

Exhibit A-2

CITY OF
Oxnard

ECONOMIC DEVELOPMENT DEPT. • 300 W. THIRD ST. • OXNARD, CA 93030 • (805) 984-4611

JACK P. STEWART.
ECONOMIC DEVELOPMENT DEPT DIRECTOR

June 3, 1986

Dr. William H. Lawson
Dean, Vocational Education
Oxnard College
4000 South Rose Avenue
Oxnard, California 93033

Dear Dr. Lawson:

We are pleased that Oxnard College wishes to work with the City of Oxnard, VCEDA, PIC, and other organizations in the development of the World Trade Center in Oxnard. One of the major components of the World Trade Center is to have a World Trade Education Institute similar to one found in New York and other World Trade Center locations.

The new World Trade Center Oxnard we have formed with others in this region would benefit from an education institute being available to provide training for international trade. The City of Oxnard is committed to the project and will be providing up to $20,000 in support of it. In addition, there will be funding from the Economic Development Administration and/or the U.S. Department of Commerce International Trade Association.

We envision Oxnard College as one of the prime developers of the Institute and for articulation with the California State University Center, California Lutheran College, and a "2 plus 2" arrangement with the Oxnard Union High School District. This consortium of educational institutions with Oxnard College's leadership would provide the training for businesses interested in world trade. Also, training in the use of the "World Trade Center Network," a computerized information system and a data bank, would be most helpful to the members of the Center.

We look forward to working with Oxnard College as we have before. I believe that we have an opportunity to develop a World Trade Center that would make a major contribution to the economic growth of the area.

Sincerely,

Jack Stewart

Jack P. Stewart
Economic Development Director

JPS:jas

Exhibit A-3

PIC

PRIVATE INDUSTRY COUNCIL OF VENTURA COUNTY

May 30, 1986

Dr. William H. Lawson
Dean, Vocational Education
Oxnard College
4000 South Rose Avenue
Oxnard, CA 93033

Dear Dr. Lawson:

Your proposed involvement in developing a World Trade Education Institute as a part of the World Trade Center for the City of Oxnard, VCEDA and ourselves is very much appreciated. We recognize that one of the first components of a World Trade Center that needs to be developed is an education institute. We are pleased that you are requesting funding for this purpose.

There needs to be good articulation and cooperation among the California State University Center, California Lutheran College, Oxnard Union High School District and your College in order to develop the variety of educational activities necessary to support a World Trade Center.

At this stage, the PIC is providing $10,000 of seed money to jointly fund the development studies that will establish the center and institute. We believe a World Trade Center would be an excellent economic development project. We also know that by involving Oxnard College and others in the educational aspect of the Center this will be an incentive for business to become involved and learn how to engage in international trade. It is particularly important that the special education courses be developed to permit businesses to be competitive in the worldwide competition that we now face from the Pacific Rim countries.

We look forward to the development of this first-of-its-kind project in Ventura County and are pleased that Oxnard College is willing to play a prominent role in its development.

Sincerely,

John H. Chase
Executive Director

JHC/jdr

260 Maple Court. Suite 210 · Ventura. California 93003 · (805) 644-0181

VCEDA

Exhibit A-4

Executive Officers
President
Deborah M. Hyde
Lifestyle Publishing
Vice President
Jack E. Dwyer
Brown Commercial Brokerage
Vice President, Planning
Mark Shappee
Ventura Management Associates
Secretary-Treasurer
Jerry Scott
Commerce of
Coastal California
Immediate Past President
Hank Crockett
Camarillo Daily News
Executive Director
Nancy M. Morris

Board of Directors
Richard J. Banks
3M
Dees Recording Products, Camarillo
Donald W. Cleff
Consultant
Jay M. Covey
City of Simi Valley
Richard L. Fessner
TOLD Financial Services
Ronald G. Golden
Continental Land
Title Company
Robert Guillen
Ventura County
Building & Trades Council
Robert E. Hester
Southern California
Gas Company
D. L. Hynek
Texaco
Richard Johnson
Limoneira Company
Carl Lowthorp
Lowthorp, Richards,
Miller, Conway
& Templeman
Norman N. Lamb
California
Lutheran College
Frank N. Lundberg
Rockwell International
Science Center
H. Edwin Lyon
Allied Lyon
Companies, Inc.
John Mathews
Nordman, Cormany,
Hair & Compton
William E. McAleer
Ventura County
National Bank
Urban McLellan
Urban West Communities
Robert L. Mobley
Bank of A. Levy
Otto Rosner
Southern California
Edison Company
Henry Rushing
H & H Oil Tool Co. Inc.
Stephen J. Rubenstein
Federated Chambers
of Commerce
Ralph Schumacher
Abex Corporation
Burton H. Simpson
Coldwell Banker
Jack Stewart
City of Oxnard
Lew Stone
Conejo Valley
National Bank
Lois Yancy Sutton
Automatic Realty
Tom Templeton
General Telephone Company

June 4,1986

Dr. William Lawson
Dean, Vocational Education
4000 South Rose Avenue
Oxnard, CA 93033

Dear Dr. Lawson,

This is in reference to your proposal to help fund the World Trade Education Institute as part of the World Trade Center, Oxnard. VCEDA, in conjunction with the City of Oxnard, Private Industry Council (PIC), and other organizations is now implementing its new status as an approved World Trade Center.

A World Trade Education Institute as envisioned in our Center's application provided articulation with universities such as the California State University Center, California Lutheran University, the Oxnard Union HIgh School District, and the Ventura County Community College District. We support Oxnard College, with its many activities in the local area, becoming the cooridnating organization on the educational coalition.

VCEDA will be providing the support of its association members and will work with Oxnard College and the educational coalition to develop and promote suitable training for businesses interested in international trade.

We strongly support the Oxnard College's application and look forward to implementing it in 1986/87.

Sincerely,

Mark Shappee
President

/mm

Ventura County Economic Development Association • 601 Daily Drive • Suite 128 • Camarillo, CA 93010 • (805) 484-4394

World Trade Center Association Oxnard
500 Esplanade Drive, Suite 810
Oxnard, CA 93030

Exhibit G-1

WORLD TRADE CENTER
ASSOCIATION OXNARD
SURVEY OF INTEREST
500 Esplanade Drive Suite 810
Oxnard, CA 93030

SURVEY OF INTEREST

WORLD TRADE CENTER
FACILITIES AND SERVICES

A. PRIMARY INDUSTRIAL CLASSIFICATION

Please indicate which of the following primary industrial classifications most fit your organization. If more than one applies number them in order of importance (1) being most important. Please also indicate whether your organization is engaged in world trade or other affairs by placing a ✓ next to the category:

	Importance/	World Trade Related
A. Production		
B. Supply		
C. Distribution		
D. Processing		
E. Service		
F. Government		
G. Education		
H. Research/ Development		
I. Non-profit Association		
J. Other		

Please briefly describe the field of interest and activity of your organization:

____
____
____

WORLD TRADE CENTE
ASSOCIATION OXNAR
SURVEY OF INTEREST IN
FACILITIES AND SERVICES

INTRODUCTION AND INSTRUCTIONS

The World Trade Center Association Oxnard is
pursuing a survey in response to the rapid growth
international trade in Southern California, and in
particular in Ventura, Santa Barbara, San Luis Ob
Kern and North Los Angeles Counties. The survey
provide a measure of the needs and preferences o
local organizations such as your own.

This survey is the first of a series which will help th
WTCAOX more effectively and responsively plan
programs, services and facilities for international
which will be offered to local businesses and which
be incorporated in the WTCAOX.

Please take the time to review and complete the
enclosed survey and help plan for the future of
international trade in the region. Your responses i
survey are confidential and will be used only for
statistical tabulation and appropriate information f
up by designated representatives of the WTCA.

If you do not have enough room for a written answe
you may attach a separate sheet and add the que
number to it. If an answer doesn't apply please sk
the next question. Complete as many questions a
you can. If you have any questions contact one o
representatives and we will be pleased to discuss
with you. Return the completed survey to one of
WTCAOX's representatives or mail it to:

World Trade Center Association Oxnard
500 Esplanade Drive, Suite 810
Oxnard, CA 93030
(805) 988-1406

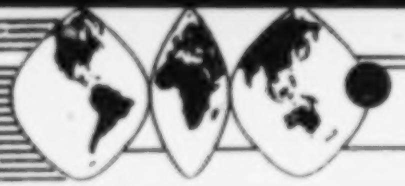

Exhibit 6 . continued

B. DESIRED MEMBERSHIP ORGANIZATION SERVICES

How important are each of the following membership organization services to your organization (i.e. 1=Very, 2=Significantly, 3=Moderately, 4=Slightly, 5=Unimportant)?

No.	Service	Rating
1	Market information	
2	Political lobbying	
3	Trade and industry information	
4	Economic/financial information	
5	Management advice	
6	Educational/training programs	
7	Employment opportunities	
8	Public relations/marketing support	
9	Positive industry image	
10	Exchange with same industry individuals	
11	Monitoring on new developments	
12	Strength from unity of representation	
13	Offer new opportunities for business	
14	Advancing research and development	
15	Better access to resources	
16	Forum for discussion of major issues	
17	Interaction among industry segments	
18	Effective management support	
19	More exposure of products and services	
20	Anticipating and adjusting to changes	
21	Social and civic benefits	
22	Health and recreational benefits	
23	Personal and family assistance	
24	Library and information services	
25	Conferences, seminars and meetings	
26	Club with appropriate environment	
27	Operational support	
28	Offer link to global trade network	
29	Reduce cost for trade transactions	
30	Protocol and intercultural programs	
31	Coordination on trade missions	
32	Exhibition, mart and fair programs	
33	Rapid, low cost global communications	
34	World trade databases and bulletins	

C. PREFERRED FEATURES OF WORLD TRADE CENTER

Please rate the following features of location facilities and services in terms of their importance in meeting your organizations needs (ie 1=Very 2=Significantly 3=Moderately 4=Slightly 5=Unimportant)

No.	Location Features	Rating
1	Proximity to World Trade Business	
2	Access to Air Transportation	
3	Access to Rail Transportation	
4	Access to Truck Transportation	
5	Access to Maritime Transportation	
6	Access to Freeways	
7	Access to Public Transit	
8	Access Good Quality Residential	
9	Near Beaches and Recreation	
10	Near Colleges and Universities	
11	Prestige Location	
12	Access to Large Labor Base	

No.	Facility Features	Rating
13	Access to Hotels	
14	Access to Retail/Restaurants	
15	Access to Industrial/Warehousing	
16	Access to R & D Facilities	
17	Access to Governmental Center	
18	Access to Foreign Trade Zone	
19	World Trade Center Theme	
20	World Trade Support Facilities	
21	International Identity	
22	Telecommunications/Teleconferencing	
23	International Information Center	
24	Exhibit/Fair/Trade Mart	
25	Competitive Rental Rates and Terms	
26	Flexible Office Space Planning	
27	Convenient and Ample Parking	
28	Unique Design/Interior Treatment	
29	Business and Industrial Theme	
30	Convention/Meeting Facilities	

No.	Service Features	Rating
31	On-Site Translators	
32	Library/Data Research Services	
33	Trade Education Programs	
34	Delivery/Messenger Services	
35	Industry Association Membership	
36	World Trade Club Membership	
37	Foreign Business Representatives	
38	Computer/Database Services	
39	Banking/Financial Services	
40	Marketing/Promotion Services	
41	Temporary Offices/Clerical Staff	
42	Personnel and Employment Services	
43	Copying and reproduction services	
44	Security and monitoring services	
45	Travel and tourist services	
46	Trade development services	
47	Access to trade publications	
48	Multimedia and audiovisual services	
49	Radio and television broadcasting	
50	Press and mass news services	

Please specify any other features which you would consider important in meeting your organization's needs:

51 ______________________________

52 ______________________________

INTEREST SURVEY FOLLOW UP

If you would like to participate in a follow up to this survey and obtain further information on World Trade Center's services and facilities please provide the following information.

Name:______________________________
Title:______________________________
Company:______________________________
Street/P.O.:______________________________
City/State/Zip:______________________________
Telephone:______________________________

EXHIBIT "C": Proposed Coursework

Course Number/Description	Units
Interdisciplinary Studies (IS)	
IS 200A - Chinese Culture	1/2
IS 200B - Korean Culture	1/2
IS 200C - Japanese Culture	1/2
IS 200D - Central American Cultures	1/2
IS 200E - Mexican Culture	1/2
IS 300A - Survival Chinese	1/2
IS 300B - Survival Korean	1/2
IS 300C - Survival Japanese	1/2
IS 300D - Survival Spanish	1/2
Business	
Bus 100A - International Contracts and Distribution Agreements	1/2
Bus 100B - Basis of Importing	1/2
Bus 100C - International Transportation	1/2
Bus 100D - International Distribution	1/2
Bus 100E - International Finance I	1/2
Bus 100F - International Finance II	1/2
Bus 200A - Chinese Business Practices	1/2
Bus 200B - Korean Business Practices	1/2
Bus 200C - Japanese Business Practices	1/2
Bus 200D - Central American Business Practice	1/2
Bus 200E - Mexican Business Practices	1/2

Exhibit "D"

The CCCAOE Economic Development "Blue Ribbon" Committee

ORGANIZATION/Agency/Representative

1. Joint Senate Committee on Science/Technology: John Garamendi
2. Joint Assembly Committee on Science/Technology: Sam Farr
3. California Engineering Foundation: Robert Kuntz
4. California Economic Development Corporation
5. California Chamber of Commerce
6. California Association for Local Economic Development
7. California State Department of Commerce
8. California State Department of Education
9. California State Job Training Council
10. California State Chancellery
11. California Business Roundtable
12. California Manufacturers' Association
13. California State World Trade Commission
14. U.S. Department of Commerce
15. U.S. Small Business Administration
16. National Association of Industry Specific Training Providers
17. Employment Training Panel
18. Governor's Office
19. Lt. Governor's Office
20. California Occupational Education Coalition
21. State Council on Vocational Education
22. California Association of Community Colleges
23. Association of California Community College Administrators

24. Association of Community College Trustees
25. Chief Executive Officers Association
26. Chief Instructional Officers Association
27. Ida Rae Lapum, Diablo Valley College/CCCAOE President
28. Pamilia Fischer, Yosemite Community College
29. Sandra Mellor, College of San Mateo
30. William Lawson, Oxnard College

California State University
Response to
Assembly Concurrent Resolution 82

MAR 12 1987

Pacific Rim

RESPONSE TO

ASSEMBLY CONCURRENT RESOLUTION NO. 82

BACKGROUND

On 18 September 1986 The California State University Board of Trustees approved a recommendation of the Chancellor that a commission be established to study how The California State University can establish closer and more productive relations with the countries and peoples of the Pacific Rim. The membership of the Commission was to include a broad mix of faculty, administrative, business, and governmental representatives. The Commission was directed to focus principally, but not exclusively, on specific actions to implement the following goals:

1. Introduce more courses in international affairs and international business into CSU curricula, both on campus and in the CSU overseas centers.

2. Create added opportunities for faculty to share their expertise with business and political leaders who are, or should be, dealing with the Pacific Rim.

3. Create more opportunities for CSU undergraduates to study foreign languages related to the Pacific Rim and motivate them to do so, particularly as an adjunct to disciplines such as international business, where such study has a practical application.

4. Increase the number of crosscultural courses available within the CSU, with the objective of enhancing student sensitivity and adaptability to non-American cultures, particularly those of the Pacific Rim.

5. (a) Analyze the mix of foreign students entering the CSU and plan for better balance among Pacific Rim representation, with the intent of providing the "maximum opportunity and appropriate diversity among students" mandated by Title 5.

   (b) In furtherance of this goal, make every effort to secure an increase in the level of support for tuition waivers, both domestic and foreign, to comply with the original intent of the Donahoe Act, as presently embodied in the Education Code.

6. Work with the federal government to secure support for those educational areas in which the national interest is involved, including but not limited to offering instruction in critical languages and pursuing the concept of national study centers in the third world.

7. Encourage CSU campuses to develop innovative teacher training programs in international studies.

8. Foster interinstitutional cooperation in establishing new overseas centers and using existing centers among educational institutions, public and private, which have a common interest in the Pacific Rim.

Assembly Concurrent Resolution Number 82, adopted in Assembly 25 August 1986 and in Senate 29 August 1986, requested the Trustees of The California State University to conduct a study of, and report to the California Postsecondary

Education Commission on, its role in meeting the needs of the state in furthering its economic position and leadership within the Pacific Rim region and in carrying out its responsibilities to immigrants of Pacific Rim countries, including but not limited to, an assessment of the need for all of the following:

1. Pacific Rim specialists.
2. Increased interchange among scholars in countries of the Pacific Rim.
3. Changes in current educational program offerings and exchange programs bearing on Pacific Rim Studies.
4. Enhancing the exchange of information and ideas through improved computer communication systems between the University of California, The California State University, and community college campuses and university and college campuses in other Pacific Rim countries.
5. Establishment of a Center for Pacific Rim Studies, to fulfill research and public service functions pertaining to the Pacific Rim area.

This charge was forwarded to the Commission for inclusion in their deliberations.

On 14 January 1986 the report of the Commission was presented to the Board of Trustees. The principal findings and recommendations of the report, a copy of which is attached as Annex A, are summarized below.

SUMMARY OF FINDINGS

The Pacific Rim includes all of those lands with at least a portion of their coastlines fronting on the Pacific Ocean. As an economic, political, and cultural concept, it additionally includes those nations adjacent to Pacific-facing states that are oriented to the Pacific region.

If The California State University is to respond to the economic, cultural, political, and educational imperatives presented by the growing importance of this region, there is a series of needs requiring response:

- the need to introduce more internationally focused courses into the CSU curriculum;
- the need to stimulate interest in and opportunity for the study of Pacific Rim languages;
- the need to attain a beneficial mix and balance of Pacific Rim foreign students:
- the need to assist faculty in the development of the knowledge and experience to interpret Pacific Rim peoples and cultures to students, to state business leaders, and to state political leaders;
- the need to foster interinstitutional cooperation in expanding overseas opportunities;

- the need to prepare new teachers to promote cultural understanding among students;
- the need to secure financing for those educational areas that support the national interest, such as critical languages and study centers for various countries of the Pacific Rim.

RECOMMENDATIONS

1. Internationalization of the Curriculum

   At a minimum, college students should be required to know as much about the culture and civilization of the Pacific Rim nations as they are required to know about European or Western culture and civilization. To this end, a series of recommendations is proposed. Each campus should identify those General Education and major courses which lack, but should include, a Pacific Rim perspective—and revise such courses. Not only should language competency be required for graduation, but each CSU campus should make available one or more Asian languages. These steps will be more effective if instructors utilize local ethnic communities as learning resources and utilize the expertise of their own ethnic and area studies faculties and departments.

2. Language and Culture

   Apathy and resistance have characterized the approach of education to foreign language only—and such apathy and resistance erode our ability to deal with our Pacific Asian neighbors. Language equality with Pacific Asians will require that foreign language instruction be made a statewide requirement beginning with grade one, and that special attention be given to the Chinese, Japanese, and Korean languages. The California State University should commit itself to a major expansion of Pacific Asian language and area studies, and should see that such efforts receive proper fiscal support from state, federal, foundation, and business and international sources.

3. Internationalization of the Business Curriculum

   In contrast to providing international business courses for those business students who choose to "specialize," the internationalization of the business curriculum will involve adding international segments to all principles courses; requiring all business majors to study a foreign language—with Asian languages strongly recommended; and establishing international business internships that emphasize U.S.-Pacific Rim relations.

4. Student Internships in Pacific Rim Countries

   Recognizing the value of experiencing another culture, it is recommended that the possibility be explored of designating particular CSU campuses to coordinate student internship programs in Japan, Mexico, Taiwan, South Korea, Singapore, Malaysia, Hong Kong, the Pacific Latin-American lands, and others as appropriate. California business—the ultimate beneficiaries of such student experience—should be asked for help in supporting internships.

5. Teacher Preparation for Instruction About Pacific Rim Peoples, Cultures and Languages

Teachers-to-be need far greater exposure to the nations and peoples of the Pacific Rim. Some of this will be gained with the introduction of language requirements and with the internationalization of the General Education program. In addition, prospective teachers should become acquainted with Pacific Rim instructional materials appropriate to their fields, and special efforts should be made to attract teacher candidates from population groups of Pacific Rim origin. Current teachers returning for more study should have access to master's degree programs with a Pacific Rim focus and should be held to the same standards of Pacific Rim subject matter awareness and competency as those expected in the teacher preparation program. Education programs in The California State University should take the lead in organizing in-service and post-service activities such as workshops, special sessions, and after-school programs designed to enhance the knowledge and competency of current teachers on matters relating to the Pacific Rim. Exchanges of student-teacher candidates and teacher preparation faculty with their counterparts in Pacific Rim countries would enhance such knowledge, understandings, and competencies.

6. International Food and Agricultural Development Initiatives

International food and agricultural development initiatives with appropriate less-developed Pacific Rim countries should be encouraged. Those California State University campuses with appropriate faculty and programs should vigorously pursue international food and agricultural development initiatives with less-developed Pacific Rim countries. Social scientists should engage in related study of the impact of such agricultural change on the lives of the inhabitants of the Pacific Rim lands.

7. Creative and Performing Arts

The changing character of California's resident population provides an unparalleled opportunity for a major broadening of the cultural horizons of our students and the society of which they are a part. The several cultures of Hispanic Pacific American and Pacific Asia are sufficiently strongly represented in the new immigrant communities of California to provide an unparalleled opportunity for a sharing of their theatre, music, and dance with campus audiences. CSU campuses, where appropriately located, should exert a major effort to help new immigrant peoples, such as the refugee populations from Southeast Asia, to preserve the various art forms of the lands from which they came. The CSU should consider inaugurating an annual Pacific Rim arts festival and should make efforts to gain participation in national tours of Pacific Rim art exhibits as well as performers. Continuing Education units could arrange overseas arts tours of Pacific Rim lands.

8. Services to be Made Available to the Business and Political Leadership of California

There may be no more important need with respect to the dawning Pacific century than the raising of the general public's awareness of the peoples living on both sides of the Pacific Rim. CSU must educate beyond its several campuses in ways that are accessible and comprehensible to Californians. The California State University should establish a computerized CSU Pacific Rim Information Network which catalogs and disseminates information to business and political leaders, with electronic mail bulletin boards to allow users to have access to its data base. Publications—perhaps a monthly CSU Pacific Rim Newsletter—should be issued regularly. Pacific Rim Resources Centers should be established in the major regions of the state, and the CSU should prepare a comprehensive directory of services provided to the public by all 19 campuses. Pacific Rim Institutes, analagous to that on the Long Beach campus, should be encouraged as the academic administrative units to offer courses, conferences and programs that meet the requirements of all Californians who need to know more about the Pacific Rim. Such institutes should organize and conduct regular in-depth tours of Pacific Rim countries to study business and professional practices. Consulting services for Pacific Rim-oriented business should be strongly enhanced, and a "California-Pacific Issues Forum" should be established to meet bi-monthly, in changing locations, to define issues of particular California political-business-professional concern and offer briefings on major issues to the administrative leadership and legislature in Sacramento.

9. Enchancing Faculty Competencies to Participate in a General Expansion of Pacific Rim-Focused Instruction in The California State University

Faculty expertise in Pacific Rim matters already exists, and current faculty should be used to the maximum extent in carrying out the recommendations for enhanced involvement in Pacific Rim concerns. As vacancies occur, new faculty should be recruited with the specific goal of adding competence in Pacific Rim matters. An effort should be made to encourage faculty to seek temporary appointments on the faculties of Pacific Rim universities—and faculty should be financially supported in their efforts to gain first-hand knowledge of Pacific Rim affairs and cultures. A portion of sabbatical leaves should be used for the development of faculty competencies in Pacific Rim matters.

10. The Attainment of an Educationally Beneficial Mix of Pacific Rim Students and Their Financial Support

The presence of foreign students is in the interest not only of the students themselves, but also of their American classmates and the campus as a whole. A major effort should be made to recruit a social and economic cross-section of students from the Asian Pacific Rim nations. Such students could be used as resource persons in strengthening the foreign language and culture programs of the campuses. It is recognized that a preponderance of students from one country in a few majors does not achieve these goals, and it is recommended that increased monitoring of the admission, academic progress, and graduation of visa students be undertaken to make certain that our attempt to further the economic development of other countries is accomplished.

11. Expansion, Greater Usage, Funding, and Organization-Direction of Centers in, and Dealing with, the Pacific Rim

A council should be created to advise on and encourage projects in the Pacific Rim and to share ideas and disseminate information. CSU campuses should be encouraged to establish centers for study, research and activity so that somewhere in the system all the regions and countries of the Pacific Rim are included. Opportunities for the expansion of CSU on-site centers in the Pacific Rim and/of consortial participation in centers operated in the Pacific Rim countries by other institutions should be pursued.

SUPPORTING DATA

In reaching its findings, the Commission addressed a number of detailed studies of the CSU's present and possible future involvement in activities directly related to the Pacific Rim. These studies were not forwarded with the Commission's report, but some of the more salient data are attached as annexes to this report:

B Pacific Rim-Related Curricula
C Enrollments in Pacific Rim-Related Curricula
D FTE Enrollment in Foreign Language Courses Related to the Pacific Rim.
E Exchanges and Cooperative Arrangements in the Pacific Rim
F CSU Students in the Pacific Rim
G Pacific Rim Students in the CSU
H Bilingual/Bicultural Programs

STATUS

The report of the Commission has been forwarded to the Statewide Academic Senate for their review and comment. In consultation with the Academic Senate, the Office of the Chancellor will draw up a plan of implementation for Trustee review and approval.

THE FUTURE OF THE PACIFIC RIM IS NOW

Opportunities and Challenges
for The California State University

(A report to the Chancellor and the Board of Trustees by the Pacific Rim Commission of the CSU)

The century that will begin in the year 2000, all evidence suggests, will be a "Pacific Century." The nineteenth century was a European century in the sense that the impact of Europe's technology, trade and power was the most important single influence felt throughout the world. In the first half of the twentieth century, North America, particularly the United States, came of age as a world force. And European gave way to Atlantic influence.

In the last years of the present century the balance is again shifting. The United States, both a Pacific and an Atlantic state, is playing a pivotal role in this shift, and no state of the American mainland is more directly influenced than California.

Reflective of this is the fact that in 1982—for the first time ever—the volume of American trans-Pacific trade exceeded that which crossed the Atlantic.

In 1986, moreoever, 60 percent of the world's population lives in countries fronting the Pacific Ocean—more than one billion of them in a single land, China, home to one-quarter of the planet's people. And the combined gross national products of the Pacific lands (other than the United States) had increased to two-thirds of the American GNP—twice their percentage only two decades earlier. The combined economies of the Pacific Rim countries are greater than three trillion dollars and growing by three billion dollars a week.

California, predicted to become the fourth ranking economic "land" in the world by 2000, is a major part of this emerging Pacific world. Eighty percent of the foreign trade passing through California's ports is with Pacific countries—accounting for more than 1.5 million jobs from exports alone to Pacific Rim nations. This trade totalled more than 67 billion dollars in 1984. And California's peoples increasingly reflect the Pacific Rim territorial and cultural roots of the state's (and the nation's) newest immigrants: the Mexican-immigrant and Mexican-descended population of southern California; the Chinese, Japanese, and Koreans of the coastal cities; the refugees of the Indochina War in Southeast Asia, and the growing numbers of Filipinos, Samoans and others from various of the Pacific island groups. Approximately 30 percent of the country's Pacific Rim immigrants settle in California. School and CSU (and other university) enrollments mirror this population-composition change.

The future of the Pacific Rim is clearly now—especially for California. And it is a multi-dimensional future—with political, cultural, informational, educational, scientific, and defense implications as well as great economic importance.

‡‡‡‡

Agenda. In recognition of the dawning of the Pacific Century and of the dramatically increased importance of Pacific Rim countries to California, Chancellor W. Ann Reynolds of The California State University appointed a CSU

Commission on the Pacific Rim to make recommendations to the Chancellor and to the Board of Trustees to prepare Californians—of today as well as tomorrow—to take advantage of the opportunities, as well as to meet the challenges, of the developing closer relations of the United States with its neighbors on both sides of the Pacific Ocean. "The overall objective of the Commission," Chancellor Reynolds said, "is to study how The California State University can establish closer and more productive relations with the peoples and countries of the Pacific Rim."

Subsequent to appointment of the Commission and its first meetings, the California Legislature, in August 1986, passed a concurrent resolution requesting the Trustees of The California State University, as well as the Regents of the University of California and the Board of Governors of the California Community Colleges, "to conduct a study of, and report to the California Postsecondary Education Commission on, the role of the respective institutions and particular campuses in meeting the needs of the state in furthering its economic position and leadership within the Pacific Rim region and in carrying out its responsibilities to immigrants of Pacific Rim countries." The Assembly resolution strongly suggests that "more (Californian) students will need to be educated in the business, political science, sociology, history, language, religion, economics, and culture of other Pacific Rim countries."

In reviewing possible means to accomplish these broader ends, the Commission endeavored to respond to the following needs:

1. The need to introduce more internationally focused courses, particularly as these relate to the Pacific Rim, into CSU curricula, both on campus and in overseas settings, not least of all as these relate to international business and involve cross-cultural understanding.

2. The need in particular to increase opportunities for CSU students to study Pacific Rim languages and to motivate them to do so.

3. The need to attain a beneficial balance in the mix of Pacific Rim foreign students enrolled in the CSU and to obtain an increased number of tuition waivers for them.

4. The need to assist faculty in the development of the knowledge and experience to interpret our Pacific Rim neighbors to both students and to the state's business and political leadership and to create new opportunities for the sharing of such expertise with these leaders.

5. The need to foster interinstitutional cooperation to establish new overseas opportunities, and to increase use of existing overseas facilities, among educational institutions with a commitment to understanding Pacific Rim countries and cultures.

6. The need to encourage CSU campuses to develop innovative teacher preparation strategies that will help the student, from the first day in school, to better understand other people, including our Pacific Rim neighbors.

7. The need to work with the federal government and other major funding sources to secure support for those educational areas in which there is a national interest—which includes, but is not limited to, instruction in critical languages and establishment of national study centers in various of the countries of the Pacific Rim.

Before presenting its recommendations, however, the Commission regards it as imperative to define what it means by the term "Pacific Rim" and to relate its challenges and opportunities to the capabilities of higher education—in order that it may convey to all who read this report the high importance it places on the readiness of California to play a role of maximum advantage in a "Pacific Century" that may already be here.

‡‡‡‡

Definition and Relationships. The Pacific Rim as a geographical concept includes all of those lands with at least a portion of their coastlines fronting on the Pacific Ocean. As an economic, political, and cultural concept, it additionally includes those nations adjacent to Pacific-facing states whose interests and identities are primarily oriented to the Pacific region. Taken together, these lands make up the community of peoples of the Pacific Rim.

It is the East Asian lands, however, that have most recently attracted the economic attention of Californians and other Americans. These include (1) technologically and financially powerful Japan; (2) the newly industralized lands of South Korea, Taiwan, Singapore and Hong Kong, some of whose economic activities already challenge both the United States and Japan; (3) the People's Republic of China, inhabited by a quarter of the world's population and engaged in a dramatic attempt to reorganize its economy without significantly altering its political processes; (4) the non-Communist and increasingly economically important member countries of the Association of Southeast Asian Nations (ASEAN) (the world's fifth most populous land Indonesia, Thailand, Malaysia, the Philippines and Brunei as well as already mentioned Singapore), and (5) the Soviet Union, geographically more a part of the Pacific than the Atlantic world, North Korea, and Vietnam (and its neighboring satellites, Kampuchea and Laos).

To the southeast of the great Asian land-mass and its insular and peninsular extensions lie two other important Pacific Rim nations, Australia and New Zealand, both underpopulated and of major strategic importance to the United States and California.

Of great interest, too, to the United States from a strategic perspective are the Pacific island states, extending across the expanse of the Central and South Pacific. As they have gained independence and have increasingly sought economic assistance and the recognition of their significance as sovereign states, they have gained a new importance to the security and well-being not only of this nation but also the entire Pacific area. Made up of over fifty distinct geographical/political entities, the Pacific islands will play an increasing role in the thinking of major commercial and foreign policy forces in the future.

The world of the Pacific Rim, however, is by no means only the world of the nations of East Asia and the southwest and middle Pacific. It is also the world of the Americas. It should not be overlooked that this nation's two chief trading partners are both of this hemisphere and Pacific as well as Atlantic nations: Canada and Mexico. The Pacific Rim not only includes both these large and important neighbors of the United States but also the Central American countries of Guatemala, El Salvador, Honduras, Nicaragua, Costa Rica and Panama and the South American coastal lands of Chile, Colombia, Ecuador, and Peru. The trade of California itself, however, as distinct from that of the nation as a whole, was greater in 1985 with Japan (by far) as well as South Korea and Taiwan than it was with Canada or Mexico. And the state's trade with Hong Kong was also greater than Californian-Mexican commerce (but not that with Canada).

California's trade balance with the trans-Pacific lands, however, was a negative one. Exports to Japan were less than one-third the value of imports from Japan. And large imbalances also existed with respect to economic relations with South Korea, Taiwan, and Hong Kong.

This imbalance—among other "deficits"—very much concerned the CSU Pacific Rim Commission. If the United States and California import far more from the East Asian Pacific Rim countries than they export to them, it is also true that disproportionately far more Asians (and Latin Americans) learn English than Americans study Pacific Rim languages. (Japanese students take six years of English instruction, for example, before high school graduation.) If Spanish—the language of Mexico, coastal South America, and Central America—is excluded, the "imbalance" is of astounding proportions. Asian students, moreover, flock to the United States, partly because they do know the language, while the movement of Californian (as well as other American) students to Asia—to local universities or U.S. study centers—is modest by comparison.

In 1985 there were 5,161 Pacific Rim visa (or foreign) students enrolled in the CSU—59.3 percent of all students in this category. 4,854 of these were from East Asia and the Pacific islands, overwhelmingly from the former. 338 of such students were Japanese—almost the same number (360) as the American students who participated in the CSU Japan Center in the 21 year period from 1964 to 1985. Similarly, while 1,020 students from Taiwan were enrolled in the CSU in 1985, only 380 CSU students took advantage of the University's Taiwan Center between 1963 and 1985, a period of 22 years.

There is a connection, we believe, between the imbalance in American, and Californian, economic relations with the Asian countries of the Pacific Rim and the limited preparation of Californians (and other Americans) to understand the cultures, values, strategies (in economic, political and other fields), and general behaviors of their neighbors across the Pacific (and closer to home).

The same might also be said with respect to the wars of Asia (and Central America)—both past (Vietnam) and present (the continuing conflict in Cambodia). Three times in almost a single generation has the nation engaged in major wars in the Pacific Rim—for which Californians, like other Americans, have paid dearly—and in none of these conflicts did we adequately perceive the threat in the years leading up to hostilities.

English is taught as a second language throughout the world today—not least of all in Asia and Latin America. Non-Americans, moreover, read daily (and often, in detail) of the United States—its economic problems as well as preferences (and, often, its trade and technical secrets) as well as its politics, its arts, its popular culture, and even its history in world-circulating magazines like *Time* and *Newsweek* and international editions of the *Wall Street Journal*, *New York Times*, and *Herald-Tribune*. And American movies and television programs are shown throughout the world.

The California State University is one of the great universities of California and the nation. Its present 335,000 students are but a fraction of the millions of Californians it has helped to prepare for useful and satisfying lives. It is our belief that there are things that can be done today in The California State University that will, similarly, more adequately prepare Californians to deal with the complex, but comprehensible, world beyond their borders. Californians can be educated to play an even more meaningful role in the Pacific century now unfolding before our eyes.

The involvement of California in international matters is considerably greater than many of the veritable, and recognized, nations of the world. California itself is truly an "international state"—more involved in global economics, communications, cultural, scientific, and other activity than any other component of a larger "nation-state" in the history of the world. Yet there remain quarters in which there is still today, despite the evidence cited here, the lingering feeling that monies for international education go beyond the mission of The California State University. There are those who question why the CSU engages in activities beyond the state—not the least of all in the world of the Pacific Rim.

The Commission believes that the information presented here will help to correct such perceptions and the recommendations that follow, when implemented, should do much to prepare both today's and tomorrow's Californians for their new relationship with the rest of the Pacific Rim. They should also help to complete the broader image that we, as Californians, have of the world. The Pacific Rim is an increasingly important part of that world, but developments along the shores of this great ocean basin, and among its ports, should ever be kept in a global perspective that recognizes the interdependence of human society in all parts of the planet. And it should be recognized that there are both positive—and negative—consequences of ever more formidable interaction among the economies and technologies of this world. CSU (and other) scholars and students should seek to understand the impact of colliding cultures and help their constituents increase the benefits and modify the dislocations of a world increasingly discovering itself.

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RECOMMENDATIONS

I. Recommendations to internationalize the CSU curriculum from a Pacific Rim perspective.

Since the founding of the republic, this country has conducted the bulk of its international trade with the countries of Europe. This trade resulted not only in the flow of goods from Europe but also in the influx of millions of European immigrants. The cultural, historical and political backgrounds of these immigrants strongly influenced the cultural, social and political development of American society.

However, since the 1950's, the United States has steadily and rapidly increased its trade with the countries of the Pacific Rim. In 1982, for the first time in history, U.S. trade with the Pacific Rim countries exceeded that with European countries. This trade is expected to grow to be several times greater over the next several decades. Corresponding to this increase in trade has been the sharp increase in the influx of immigrants from Pacific Rim countries, particularly from Asia and Latin America. These immigrants now constitute over three-quarters of the immigrants entering the country annually.

The impact of these changes has been especially significant on California, given its strategic location on the edge of the Pacific Rim. A recent report of the California Department of Commerce summarized this impact:

> *As America's population has moved westward, California cities have replaced New York, Boston, and Philadelphia [as well] as the growth centers for international trade, just as Tokyo and Hong Kong are replacing London and Paris as trading centers. California does more than $65 billion worth of business with Pacific Rim nations, and we account for more than one third of United States trade with Japan. Some 85 percent of our imports come from the Pacific Rim, and 78 percent of California's exports go to Pacific nations.*

Due to the huge influx of capital from the Pacific Rim, many analysts expect the financial center of the country to eventually shift from New York City to Los Angeles, perhaps within the next few decades. And, since cultural infusion usually follows closely on the heels of capital infusion, the various Pacific Rim cultures, particularly the cultures of Asia, may be expected to influence and transform American culture to a greater and greater degree, first in California and eventually throughout the country.

In addition to this cultural transformation, the country can also be expected to be transformed economically, politically and socially by these changing influences. Californians, and eventually all Americans, will have increasing contacts with the Pacific Rim nations, particularly the Asian nations. As our commercial, cultural and political interactions with these lands increase, our knowledge (or lack thereof) of the geography, history, culture, politics, economy, and languages of these nations will become increasingly relevant to the present and future well-being and viability of our state and nation. The relevance of such knowledge can also be expected to increase due to the projection that, by the year 2000, almost 40 percent of the state's population will be comprised of Asians and Hispanics, most of whom will trace their ancestries and cultural backgrounds to Pacific Rim nations.

Institutions of higher education, particularly those in California, will certainly not be immune to these profound changes. While it is certainly understandable, given our nation's historical roots, why our institutions of higher education have placed the study of Western civilization at the heart of the college curriculum, the resulting preponderance of Western perspectives in the college curriculum now appears to be incongruous in comparison with the paucity of non-Western perspectives in that curriculum. For example, courses on Asian cultures and societies are generally a miniscule proportion of these total course offerings available in most U.S. colleges and universities, including those in California.

In view of the changes described above and their ramifications, there is clearly a great need to incorporate a Pacific Rim perspective into the college curriculum. If present and future generations of college students are to be adequately prepared to assume the roles and challenges that lie ahead of them, they must acquire much more extensive knowledge of the Pacific Rim nations than most of them can currently obtain through existing academic programs.

As a minimum, college students should be required to know as much about the culture and civilization of the Pacific Rim nations as they are required to know about European or Western culture and civilization. Such knowledge should include basic information on the history, politics, economy, geography, philosophy, culture and religions of these nations, with some focus on the major countries of Asia and Latin America. Students should also be provided with opportunities to learn the languages of the Pacific Rim, especially the Asian languages.

The following recommendations are offered to propose ways in which the required knowledge may be incorporated into the curricula of CSU campuses:

1. Each campus should review its general education program and identify those general education courses which lack, but should include, a Pacific Rim perspective. The courses should be revised to incorporate basic information on the history, geography, politics, economy, philosophy, culture, and religions of the Pacific Rim nations. For example, many campuses require a history course on Western Civilization. Such a course might be replaced by a course on World Civilization. Or, if that is judged not to be feasible, consideration should be given to offering an additional course that covers the peoples of the Pacific Rim nations. These peoples and their cultures must be studied.

2. Departments on each campus should review their majors and identify those required courses which should be revised to incorporate a Pacific Rim perspective, or additional required courses should be developed that

reflect such a perspective. While the need for incorporating such a perspective may be the most obvious for such majors as international business, anthropology, philosophy, history and the arts, other majors, for which the need is less obvious, may also benefit from such revisions. For example, psychology students could benefit greatly from the additional insights into human behavior they could acquire from a cross-cultural perspective. No area is more important today, however, than our growing (and currently unfavorable) economic relations with key countries of the East Asian Pacific Rim. It is recommended that such department, major or program review could begin, accordingly, with the true internationalization of the business curriculum and that "international business" instruction prepare students for understanding, and dealing with, the economically assertive industrialized, and industrializing, nations of Asia—many of whose values, policies and practices are not merely modifications of North American and European behaviors. They are different in many important respects. (See also sets of recommendations #3.)

3. The CSU should add language competency as a graduation requirement. And all CSU campuses should offer one or more Asian languages individually or cooperatively with sister institutions and find ways to encourage more students to learn these languages. Cooperative offering of Asian languages should increase the number of opportunities to learn such languages. Departments offering certain majors might also consider requiring Asian languages as part of the major or a related minor. International business students should have competency in one or more foreign languages, and those of the major Asian trading nations are surely particularly relevant to Californians.

In carrying out the recommendations listed above, it must be understood that students should be required to gain not only a cognitive understanding of Pacific Rim cultures but also an affective understanding of these cultures. Too frequently students study other cultures from a distance, viewing them in the abstract as something foreign and outside the realm of their experiences. As a result, they may acquire a lot of factual knowledge and cognitive understanding of these cultures but little empathy and sensitivity toward them. Even so-called experts in international relations, who may have extensive factual knowledge about other cultures, sometimes display an incongruous lack of sensitivity toward these cultures.

Such cross-cultural gaps could be bridged for many students by having them study local Asian and Hispanic communities and by having them directly interact with Asian and Hispanic students on campus. These ethnic subcultures would not only be far more accessible to the vast majority of students who cannot afford to go abroad but would also represent a rich cross-cultural learning resource. Moreover, these subcultures are an ever-present reality of American society, especially in California, and are far more difficult to study in the abstract, impersonal way in which "exotic" foreign cultures are often studied. If Americans do not have some understanding of, and feeling for, the cultural diversity within their own society, they are unlikely to develop a true appreciation for it in the world at large.

The following additional recommendations reflect ways in which the concepts discussed above may be incorporated into the curriculum:

4. Courses designed to help students learn more about Pacific Rim nations should consider the inclusion of an affective dimension which will lead to greater cross-cultural understanding and sensitivity. As various studies have shown, simulation games, role-playing exercises, and other innovative teaching strategies can greatly enhance cross-cultural learning experiences, particularly in the affective dimension.

5. Instructors should consider utilizing local ethnic communities as a learning resource for their courses. Speakers may be invited from these communities, classes may be taken on field trips to visit these communities, or students may be assigned special projects that will require them to carry out field-based research or other activities in these communities.

6. Campuses should utilize the expertise and resources on Asian and Hispanic communities available through their Asian-American or Mexican-American Studies departments or programs. Collaborative efforts between these departments and the more traditional departments should be encouraged in order to develop the logical connections between ethnic studies and international studies. Students should be led to understand that, in many respects, the domestic problems and issues addressed by ethnic studies may be seen as a microcosm of the global problems and issues addressed by international studies.

II. Recommendations on language and culture (See also recommendation I:3.)

The authenticity of our nation's claim to greatness, indeed its very survival, direct us to know more about the language and related ideas of people in other lands. As the largest university in the world's seventh largest economy, an economy increasingly linked to Pacific Asia, The California State University should be in the forefront of preparing students to live in, and contribute to, the next century: the Pacific century.

Literacy in the language of another society is the initial, and essential, key to understanding that society. Despite the best intentions, cultural sensitivity workshops, traveler's handbooks, and phrase guides, the average American businessman, educator, or official arrives abroad, and remains, a functional illiterate. The resulting social, communicative, and economic disadvantages are profound.

Underlying the growing trade imbalance with Pacific Asia, which has received so much attention, there is an enormous educational imbalance with increasingly serious consequences, as has already been noted. Unless we can reverse the apathy and resistance toward foreign language study, our ability to deal with our Pacific Asian neighbors as equal partners will continue to erode. To be illiterate means to be unequal. The consequences of such inequality are serious and will require substantial, long-term efforts to solve.

At the K-12 level, Pacific-Asian languages represent only a tiny portion of foreign language instruction. For 1984-85, out of a total of 517,443 students in foreign language classes, only 2,380 were studying Chinese, 1,027 Japanese, 934 Vietnamese, and 51 Korean—less than one percent of our foreign language preparation effort! (Substantial numbers of these students, moreover, were of Asian ancestry—meaning that fewer other young Californians, proportionately, were learning a non-European Pacific Rim language.) While these figures (except Korean) have improved in the last three years, the numbers remain woefully inadequate. If we consider the number of years of instruction available in these languages, as compared to Spanish or French, the situation is even more disturbing.

Of 4,078,743 students enrolled in K through 12 in California in 1984-85, only 4,392 were studying an Asian language. In Japan all students must take six years of English to graduate from high school.

To really learn a language, it is necessary to start early. Elementary school children can, and do, learn foreign languages—rapidly and with much less resistance than teenagers and adults. Moreover, their pronunciation is better, especially in languages where tone qualities are essential for meaning. And young children actually enjoy the language learning experience. They find it both stimulating and rewarding. Foreign language learning in the early school years, moreoever, sets an important pattern. It makes the study legitimate and as normal a part of school curriculum as mathematics or history.

It is imperative that The California State University recognize that there is a major contradiction between its new foreign language admission requirement, effective with the start of the 1988-89 academic year, and the fact that substantial numbers of its students do not avail themselves of foreign language study opportunities on its campuses. The Commission's support of expanded foreign language instruction—variously demonstrated in this report—seeks to build on the new foreign language admission requirement towards the end of a California population more able to communicate with peoples who speak languages other than English.

The following recommendations (in addition to I:3 above) are offered to make the Californian increasingly equal—through literacy–with his Pacific Asian counterparts:

1. Foreign language instruction should be made a statewide required subject beginning in grade 1 with special attention given to Chinese, Japanese, and Korean because of the increasing importance of California-Asian relations and the need to make up for decades of neglect.

   a. Summer curriculum development institutes should be convened, beginnning in 1987, by cooperating CSU campuses in each of the major languages. Such institutes would bring together CSU faculty currently teaching these languages as well as K-12 teachers in the existing programs for the purpose of designing curricula for language instruction and associated cultural materials.

   b. Interim experimental training programs should be designed—and implemented—for primary language instruction utilizing Pacific Asian students already literate in the respective languages. Foreign student fee waivers could be used to compensate these student-teachers and need, accordingly, to be dramatically expanded. Development of such programs should begin immediately.

   c. Trial programs should be instituted and run in selected school districts. These should make it possible to accelerate curricular development and design of Asian language and culture focused teaching credential programs (analagous to those already in place at San Francisco State University). (See recommendation V-6.) The first of these trial programs should be conducted in the fall of 1987.

   d. Campus early childhood centers provide a unique opportunity to offer early age language instruction and should be encouraged to play a role in the development of Pacific Rim language-literacy of young Californians. However, it should also be appreciated that language instruction of school children in the early grades should be followed by opportunities to continue to learn and/or apply the languages.

   e. An effort should be made to organize not only the academic community but also business elements and political leadership to institute these programs statewide.

2. The California State University system should commit itself to a major expansion of Pacific Asian language and area studies.

   a. Scholarships should be instituted for CSU students who successfully pursue three years of a Pacific Asian language and associated foreign studies. Such scholarships should be funded through a statewide program of matched grants from a business community that can only benefit from the results of such an effort.

   b. Lottery monies provide a major opportunity to establish, and expand, Pacific Asian language and area studies—giving campuses the means to do important instructional things that they are not now doing and would not otherwise be able to do. This opportunity should be seized.

   c. An extraordinary effort should be mounted to secure the resources—initially a mixture of grant and state funds—to upgrade the teaching of the languages and cultures of the Pacific Rim region. This would involve intra-system and extra-system collaboration of language and area studies faculty through summer institutes, on-line computer networks, and faculty development grants.

   d. The overseas programs of the CSU in Pacific Asia should be expanded and strengthened by taking the following steps: i) The network of language and area studies faculty identified in 2.c. above should be more actively, and extensively, used in all aspects of the operation of our overseas programs, ii) wider and deeper collaborative relationships should be established with American and Asian universities in the creation and operation of overseas centers (e.g., jointly sponsored and run between CSU and other American universities and including the use of adjunct and visiting appointments for local Asian faculty), iii) collaborative relationships should be encouraged and sustained with the international business community (using center faculty as a consultation resource, providing short-term in-country training for business visitors, etc.), and iv) overseas centers should be established, or affiliation initiated with existing programs, in Korea and Southeast Asia (Singapore, Malaysia, Indonesia, Thailand, and the Philippines).

3. The size of the CSU system and the economic significance of California's ties to Pacific Asia should be utilized to secure non-revenue fund from three sources: the National Endowment for the Humanities, the California international business community, and governments and businesses of Pacific Asia.

   a. The National Endowment for the Humanities has recently announced new endowment-wide initiatives. One of these is aimed at reversing the trend in foreign language and culture training which has left this country unprepared to communicate with, and understand, the rest of the world. The specific areas of support which the endowment provides relate directly to many of the recommendations made above. Grant applications which are systemwide or involve multiple campuses (e.g., those which impact the largest number of students) have the best chance of support. The CSU system needs to bring together the relevant faculty and administrators, using winter or summer intersessions to write and submit applications.

b. According to the press and reports such as that of the Pacific Rim Task Force of the California Economic Development Corporation, the business community of this state today recognizes the enormous potential of trade relations with the Asian states of the Pacific Rim. Unless the managers and sales personnel of this future trade are to compete as functional illiterates, a tremendous effort of training is required. The business sector should recognize its self-interest in supporting such an investment.

c. As an aspect of bilateral cultural relations between the United States and Pacific Asian nations at all levels, mutual exchanges of faculty, educational opportunities (such as fellowships, internships, and fee waivers), and resources should be vigorously pursued. This can best be accomplished through carefully articulated long-term goals.

III. Recommendations concerning the internationalization of the business curriculum.

It is vitally important that CSU business curricula prepare future business leaders for international trade. The current imbalance of trade between the United States and many Pacific Rim countries cannot continue to exist.

Until very recent years, most business schools paid little or no attention to international aspects of business. It was thought that business was business no matter where conducted. American business people were, and many still are, notorious for their lack of understanding of the differences in cultures and how this lack often prevents successful trade relations.

San Francisco State University, among other CSU campuses, was one of the early leaders in providing meaningful instruction concerning international business. However, even at SFSU, there was only an international business major and some business community work through the Center for World Business. This meant that about 95% of the business students, those who are not international business majors, were not previously touched by internationlization. Today, however, a great number of courses contain a large international segment which impacts on all business students. The international business major at SFSU, as an example, is now offered at both undergraduate and graduate levels. Various cultures are emphasized through a variable topics course and opportunities for work/study exist through the programs conducted by the U.S.–Japan Institute, the Center for World Business, and the U.S.–China Business Institute.

The following recommendations are strongly made with respect to the education received by all business majors in the CSU system:

1. All Schools of Business should internationalize the curriculum with a major emphasis on Pacific Rim countries. This can best be done by means of international segments in all principles courses (management, marketing, finance, and accounting) and through greatly increased emphasis on cultural aspects in a variety of courses within the various majors and by encouragement of business student enrollment in appropriate non–business courses outside the major.

2. International business majors should be required to take a foreign language and strongly encouraged, where appropriate, to take such instruction from among the Asian languages offered on their campus or at adjacent campuses.

3. CSU campuses should establish international business internship programs with particular emphasis on U.S. Pacific Rim relations. These could be with U.S. or foreign firms engaged in international business either in their California (or U.S.) offices or outside the country. (For specific recommendations respecting internships in Pacific Rim countries besides the U.S., see following recommendations IV:1–4.)

IV. Recommendations respecting student internships in Pacific Rim countries as a means of educating students and meeting the needs in particular of the California business community.

Experimental education has clearly shown that learning through doing is a most efficient means of acquiring both competencies and understandings. Conventionally, however, most students going abroad to do so as exchange scholars of one kind or another—as under the present CSU overseas centers program. The possibilities for Pacific Rim student internships, however, are enormous and might profit from already existent models.

In terms of business internships, these would appear to be possible not only in Japan, the most complex of our Pacific Rim neighbors in terms of corporate organization (and the most experienced and successful in international trade), but also in the "NIC's" (Newly Industralized Countries), especially South Korea, Taiwan, Singapore, Malaysia, and Hong Kong., Indonesia, the Philippines and Thailand are also possibilities. An offer of such CSU student business internships in Taiwan, for example, has already been received.

An appropriate model might be the core campus-based, one-on-one program exemplified by San Diego State University exchanges with six Japanese institutions. The strategy might be to designate core campuses in South, Central, and Northern California upon which to build such envisaged student intern programs. Such intern programs would center on one-on-one stipulated relationships between, say, a Japan studies institute or a Center for Asian Studies on a particular campus and single Japanese companies, banks, or other counterparts. The reactions of a major Japanese bank to a proposal of this sort, so far as student interns are concerned, have been very positive. Though this particular banking house has not yet dealt with student interns, for the past ten years it has had intern arrangements with foreign banking officials and government executives, especially from Southeast Asia but also from Western Europe.

Outside the CSU there are also two highly successful models worthy of emulation: (1) The Business Fellowships in Japan Program: A Summer Residence Program for MBA Candidates, jointly sponsored by the Japan Society (New York City) and the International House of Japan (*Kokusai Bunka Kaikan*). The aim of this program is to introduce future business leaders to the structure and style of major Japanese firms. (2) The University of Santa Clara Law School's Summer Institute in Tokyo: This program provides participants with insights into the complex Japanese legal environment within which all businesses, including American, must function.

The opportunities for suitably qualified students—particularly, but not exclusively, graduate students—are almost as numerous as the disciplines that could be participants in such intern programs. These include, besides business and law, public service in general, education (K through graduate school), communications, agriculture, social services, the arts, and almost every area of potential career service—all relevant to today's, not just tomorrow's, Pacific century needs.

With respect to Japan in particular, where such internships have already been pioneered, major firms clearly realize the usefulness, over the long term, of better relationships that can be advanced by mutual understanding and sympathy. Such internships are a potentially important step in this process. Japanese—and, presumably Taiwanese, Koreans, Singaporeans and others—will cooperate with us willingly, but we must display an equal commitment and must recruit our most mature, dedicated, and well-trained students as participants. Questions of financing, moreoever, must be decided by ourselves—most importantly, those relating to air travel and living expenses. For, generally, such internships are not remunerated by the host entity, though arrangements do vary.

The following recommendations are offered to stimulate the development of a broadly based and campus-administered series of student interships, both graduate and upper-division undergraduate, in Pacific Rim countries.

1. The possibility should be actively explored regarding designation of a CSU campus in the northern, central and southern regions of California as the unit responsible for student business (and other) internships in Japan and Mexico. Such campuses should seek to serve students on other CSU campuses in their region, however.

2. Similar internship programs should be established on other CSU campuses for other countries in the Pacific Rim region—particularly (but not exclusively) Taiwan, South Korea, Singapore, Malaysia, Hong Kong, and the Pacific Latin American lands. These campuses should be responsible for ensuring that only truly qualified participants take part in the program.

3. Exploration should take place regarding the possibility of qualified interns also being assigned to People's Republic of China international trade agencies—possibly in exchange for similar opportunities for Chinese students in California.

4. Given the fact that California businesses will be the ultimate beneficiaries of such internships, their help should be sought in funding CSU student internships in Pacific Rim countries.

V. Recommendations respecting teacher preparation for instruction about Pacific Rim peoples, cultures and languages.

Like other students in The California State University (and colleges and universites in general), most of those planning to enter the teaching profession (K–12) are exposed to a very limited extent, if at all, to the peoples, cultures and languages of the lands of the Pacific Rim. Yet, as teachers-to-be, they have a strong need for an understanding of nations and peoples who will be of far greater importance to Californians in the years ahead than they have been in the past.

In addition, increasing numbers of California's K–12 students are natives of one or another Pacific Rim country or are children of recent migrants from these lands. Demographic data indicate that K–12 students of Pacific Rim heritage—Asian, Mexican and other Pacific Latin American ancestry—are increasing more rapidly than any other category of young people in our schools. And there is a need to attract more students from these groups to prepare themselves for service as teachers in our schools.

For students from traditions other than those of the Pacific Rim countries, it is also highly desirable that they be exposed to teachers who reflect such different cultural and national origin backgrounds—some of whom may be able to provide leadership, too, in the teaching of languages not currently taught in most of our schools. (See recommendation II:1.)

The following recommendations, accordingly, are made to improve K–12 teaching related, directly or otherwise, to Pacific Rim peoples and cultures:

1. CSU campuses should make a major effort to recruit teacher candidates from population groups of Pacific Rim origin. Such recruitment efforts should include both students from high schools and community college transfers. Besides serving as role-models for students of the same national origin, these prospective teachers will aid other students in tomorrow's schools to understand different dimensions of Pacific Rim cultures. If they are competent in Pacific Rim languages, as many will be, they could make substantial contributions to the teaching of such languages in our schools—not least of all in the neglected area of Asian languages. In particular they could make possible an even faster start in the teaching of these languages at the elementary school level (see Recommendation II:1).

2. CSU students intending to become K–12 teachers (and/or administrators) should not only be fully subject to the same general education and major requirements of all other students, not least of all as these incorporate Pacific Rim related materials, but CSU teacher preparation programs should also provide for the thorough exposure of these prospective teachers to instructional materials approproriate to their fields and levels of teaching dealing with Pacific Rim countries. Education

courses—no less than those in such disciplines as psychology and economics, for example—should be enriched by materials drawn from the experiences of Pacific Rim countries other than only the United States. California social sciences and humanities candidate-teachers (including literature) should have no less background respecting the Pacific Rim, especially the major lands of Asia and Mexico, than they possess respecting Western Europe (see page 8, third full paragraph). Teacher preparation is a campus-wide responsibility, but education professors are primarily accountable for teaching students how to teach—not least of all about peoples and cultures foreign to the experiences of non-Asian and/or non-Mexican descended student populations.

3. CSU teacher certification programs should hold classroom teachers returning to the campus for more advanced (or different) degrees to the same standard of Pacific Rim subject matter-awareness and -competency as undergraduates preparing to be teachers. The same standard of competency, however, maybe attained by other means, but it must be attained.

4. Pacific Rim-focused master's degree programs should be available to teachers lacking a background in this area. Such degrees would help such teachers assume leadership roles in a broadening of the K-12 educational experience.

5. CSU education programs should take the lead in California in organizing in-service and post-service instructional activity aimed at broadening the Pacific Rim-awareness and -competency of practicing teachers. The California State University is the leading institution in this state in the preparation of teachers—as, indeed, it is in the nation. There are more CSU graduates teaching in California's schools today than graduates of any other educational institution. The university has an obligation to yesterday's graduates, no less than today's prospective teachers, to enlarge their awareness of a major part of the world of which both California and the nation are an integral part. This might be done, among other means, through comprehensive in-service programs and workshops offered to school districts throughout the state, special summer sessions in which school districts may wish to encourage participation, expanded continued education instruction in this area, and after-school programs brought, wherever possible, to the site of the teacher's service.

6. Commission for Teacher Credentialing guidelines provide opportunities for qualifying prospective foreign language teachers, and these should be used by CSU campuses to encourage the preparation of basic credential, specialist credential, and master's teachers of Asian languages and cultures. The example of San Francisco State University in providing such training in Japanese, Tagalog, and two Chinese dialects is worthy of emulation in this respect. Appropriate attention should also be paid to the

development of the understanding of the values and behaviors of peoples that social studies and humanities disciplines provide. (See also Recommendation II:1:c.)

7. Individual CSU campuses should make maximum efforts to provide Pacific Rim resource persons to assist schools in their service areas to acquaint their students with the peoples and cultures of both shores of the Pacific Ocean. This could include the exchange, short- and/or long-term, of appropriately qualified faculty between these campuses and schools in their service-areas. It could also include guest lectures by university Pacific Rim specialists to junior and senior high school classes, visits of elememtary school (and other) students to campuses for Pacific Rim-focused musical and other cultural events, and adjunct service of K-12 teachers with experience in teaching Pacific Rim-related materials on university educational faculties.

8. CSU organized exchanges should be established, of both teacher preparation faculty and student teacher candidates, with major Pacific Rim lands. Education faculty from Pacific Rim lands would have much to contribute to the education of future California teachers, and service in such countries by our own teachers would do much to prepare them for leadership roles in the broadening of the K-12 teacher-preparatory instruction of their CSU students upon their return to campus. Teacher candidates who have been to Asia or Pacific Latin America would have major contributions to make to the schools that hire them, while Pacific Rim prospective teachers would greatly enliven CSU teacher preparation activity.

9. The ultimate aim of CSU-Rim-enhanced teacher preparation instruction should be the same as for courses of instruction in the university as a whole (Recommendations I:1 and 2): the incorporation of Pacific Rim-focused materials in all subjects where appropriate and expanded attention (in classes such as geography, history and social studies) to the major nations of the Pacific Rim (such as China, Japan and Mexico).

VI. Recommendations regarding international food and agricultural development initiatives.

The CSU can and should contribute to the creation of a more stable and orderly international environment among less developed nations, especially nations of the Pacific Rim. If these developing Pacific Rim countries can create conditions which both stimulate and permit their citizens to increase their productivity, the end result will be a collective rise in the international standard of living and a more stable and orderly international environment. Developing countries must do much for themeslves, but, until their productivity can become self-regenerating, they will need technical and managerial resources from the developed nations.

The California State University has a number of campuses with faculty that have expertise and experience in international agricultural development. Dr. Warren J. Baker, President of California Polytechnic State University, San Luis Obipso, was appointed by President Reagan as a member of the Board for International Food and Agricultural Development and served from 1983 to 1986. In 1986 another CSU president, Dr. Hugh LaBounty, California State Polytechinc University, Pomona, was appointed by President Reagan to this important body. Several CSU universities host undergraduate and graduate students and participate in food and agricultural development projects funded by the Agency for International Development, Peace Corps, Food and Agriculture Organization, Rockefeller and Kellogg Foundations, and other government agencies, foundations, and private industry.

The following recommendations are offered to advance CSU-Pacific Rim agricultural cooperation, to study the social effects of agricultural change, and to incorporate the results of such activity into the learning experiences of appropriate CSU students.

1. International food and agricultural development initiatives with appropriate less developed Pacific Rim countries should be encouraged at CSU units.

2. CSU campuses, with appropriate faculty and programs, should vigorously pursue international food and agricultural development initiatives with less developed Pacific Rim countries. The California Polytechnic State University, San Luis Obispo project for development of a college of agriculture for the humid tropics in Costa Rica is an example of such activity. In light of California's unique position related to nations bordering the Pacific Ocean, it is appropriate for CSU units to focus international agricultural development efforts on nations of the Pacific Rim. These activities can provide human expertise needed to develop the food and agricultural sector of these countries and improve the diet and health of their citizens.

   In addition, this involvement can provide stimulation and professional development opportunities for both faculty and students. The opportunities for similar partnerships in such countries as Indonesia, Mexico, and the Philippines, among other nations, should be actively pursued.

3. Social scientists on CSU campuses should engage in related study of the impact of such agricultural change on the lives of the inhabitants of these Pacific Rim lands. The opportunity exists for major interdisciplinary cooperation that cannot help but expand our knowledge of the world in general and Pacific Rim societies in particular.

VII. Recommendations respecting the creative and performing arts.

The changing character of California's resident population—dramatic in some parts of the state—provides a veritably unparalleled opportunity for a major broadening of the cultural horizons of our students and the society of which they are a part. Like so many aspects of Californian and American life, the influence of European-evolved theatre, music and art is dominant, quite naturally, in our culture, and such arts should continue to be strongly suported by university and society alike. But California in general—and The California State University in particular—should also play a leading role in the expansion of the knowledge of appreciation of the art-forms of the various Pacific Rim countries.

The arts are a language or, perhaps more accurately, a series of languages—no less so than the different national languages of the world. They also use symbols to communicate. Music, for example, is comprehensible (and, therefore, appreciated by all persons), it may be that this, too is because a new language has to be learned. The same might also be said of art (and its lines and colors) and theatre (which possesses a style and substance that is more than the speaking of words).

The following recommendations are offered to encourage a greater awareness and appreciation of the creative arts among the students and other publics serviced by The California State University:

1. General education courses in the arts, like all other general education courses, should be reviewed for the purpose of ensuring that they reflect the contributions of the several Pacific Rim cultures. (See also Recommendation I:1.) "Music in World Cultures" - "Art in World Cultures"-type courses should, in fact, embrace the creative contributions of peoples like those of China, Japan, Mexico, Southeast Asia, the Pacific Islands, and the various other Pacific Rim cultures.

2. Majors in the various creative and performing arts should be similarly reviewed (as more generally Recommended in I:2 above).

3. CSU campuses, where appropriately located, should exert a major effort to help new immigrant peoples, such as the refugee populations from Southeast Asia, to preserve the various art-forms of the lands from which they came. There was a time, for example, when the historic culture of Cambodia knew few equals in the world. And, to the extent that this culture remains alive in the music and art of the Cambodian population of California, it should be encouraged to experience both its retention and a possible new flowering.

4. The several cultures of Hispanic Pacific American and Pacific Asia are sufficiently strongly represented in the new immigrant communities of California to provide an almost unparalleled opportunity in the American experience for a sharing of their theatre, music and dance with campus audiences. CSU campuses should seek, vigorously, to draw upon such community resources to make the student experience a richer and

liveller one because of the employment of such resources. The cooperation between California State University, Northridge, and the East-West Players of Los Angeles in blending strains of Asian and Western drama exemplifies the potentiality for pioneering creativity in the arts. Pre-college school populations and the general public should be invited to participate in the cultural programs of the university.

5. The CSU as a system, as well as individual campuses, should aggressively pursue a strategy to gain participation in national tours of Pacific Rim art exhibits as well as performers. Foundation and philanthropically funded art-tours sometimes involved only the expenditure of carriage and insurance costs.

6. Exchange should be encouraged in the arts of both students and faculty with Pacific Rim countries. Traditional dance-troupes, often campus-based, in the Malay lands, for instance—Indonesia, Malaysia and the Philippines—could be invited to tour CSU campuses (which, located as they are, would provide an opportunity for the general California public to view the infrequently seen dances of these culturally rich lands). Philippine contemporary art, as another example, is most impressive, and reciprocal (or exchange) shows between CSU and Pacific Rim faculty and students could be an enriching experience. The Chinese reaction only a few years ago to the premiere staging in China of Arthur Miller's *Death of a Salesman* should encourage student thespians to participate in tours beyond the United States of the best production in any year on a CSU campus. The impact of visiting Western opera companies on the establishment of a theatre offering only such operas in China is another example of the value of cultural exchange.

7. The CSU should consider the inauguration of an annual Pacific Rim arts festival—devoted to one or more of the arts, perhaps on a rotating basis—that brings together the best of Pacific Rim artists/performers (student and faculty alike) from California and its Asian and Latin American neighbors. Such a festival, open to school-children and the general public as well as CSU student-staff populations, could be held in different years on different CSU campuses. Sponsorship of such a festival by the airlines serving the lands in questions, together with support of local ethnic communities and Pacific Rim consulates, could dramatically decrease its cost.

8. Art-tours should be organized by CSU continuing education units that, comparatively inexpensively and conveniently, escort interested members of the general public as well as students and faculty to various Pacific Rim lands to view and hear the arts of such lands. Such visits would parallel the traditional London theatre-tour (common on many American campuses). Credit-and non-credit options might be available. Leadership of such tours would also permit faculty specialists to review their acquaintance with the cultures of lands visited.

9. All such activities should be coordinated with the pre-college outreach programs of the campus to ensure the maximum impact on the students and faculty of the school-systems in CSU campus service-areas.

VIII. Recommendations dealing with services to be made available to the business and political leadership of California.

The greatest need of Californians, business and political leaders alike, is for knowledge—broad general knowledge for the better understanding of the values and general goals of other Pacific Rim countries but also specific information regarding particular California-Pacific needs and opportunities. National governmental studies and the press (including the California press) deal, overwhelmingly, with issues and concerns of the nation as a whole. Major Asia-focused publications, issued in California, appeal to global as well as national readership—but, ordinarily, do not emphasize California-Pacific Rim relations.

There is need—a growing and unmet need—for a wide range of informational, advisory, and consultative services to be provided California businessmen and political leaders, including local as well as state governmental leadership, which is often primarily informed respecting the intricacies of their constituencies or manufacturing or business specializations. They know, in short, the Californian (or U.S.) part of the equation; they need to know more about the non-U.S. part (Pacific Asian, Canadian, Mexican, southwest Pacific, Oceanic, and coastal Latin American).

The following recommendations are offered to advance the understanding, and meet the needs, of California business and political leaders beyond the classroom:

1. There may be no more important need with respect to the dawning Pacific century than the raising of the general public awareness, on the part of Californians, of the peoples living on both sides of the Pacific Rim: basic data but also parallels, comparisons and contrasts. Research organizations dealing with Pacific Asia, Mexico, southwest and middle Pacific peoples, and coastal Latin America often report, and analyze, events in such an abstract manner that even the average informed Californian may not appreciate the full importance of occurrences directly influencing his/her welfare. CSU, Long Beach radio Station KLON is in the process of developing a state news network, and a "California-Pacific Rim Focus" daily news report on such a network is an example of the type of informational effort that might be mounted by The California State University. CSU can educate beyond, as well as on, its several campuses.

2. The California State University should establish a computerized CSU Pacific Rim Information Network, cataloging Pacific Rim related activities and disseminating information about these activities to business and political leaders. The network would serve as a system-wide clearing house of Pacific Rim international activities (California-related business, educational, scientific, medical and other opportunities). The network, while headquartered on a single campus, would be a cooperative endeavor among the 19 campuses, increasing

communication, cooperation and efficiency. If this resource is to be more than a token effort, however, funding from private sources, especially those benefitting from the service, may be necessary.

3. The California State University should prepare a comprehensive directory of services, provided to the public (business, political, and general) by its 19 campuses. This annual publication would list degree programs, consultative services, campus-business linkages, summer (and other) travel opportunities, etc. Issued by the CSU Pacific Rim Information Network, this basic document would be supplemented by periodic interim appendices, as appropriate, to keep it current. Although this information would also be available on the computerized on-line network (VII:2 above), its publication in printed form would ensure access to its contents by California residents lacking the means to access the computer network.

4. Pacific Rim Resources Centers should be established in the major regions of the state—principally, but not exclusively, the greater Los Angeles, San Francisco, San Diego and Sacramento areas. Analogous in function to both college business (or governmental affairs) research bureaus and the informational activities of land-grant extension services, such centers should publish, in quarterly periodical or short-study form, applied research having to do with business, agricultural, scientific, political, or other activity elsewhere in the Pacific Rim of direct benefit specifically to Californians. Such centers, some of which could be branches or extensions of a headquarters centers, should include readily accessible major resource-items of interest to the state's business and political leadership—such as U.S. Department of Commerce materials (like the *Foreign Trade Index Data Tape Services*), Department of State studies, State of California publications (and publications of other states, nations, and banks of interest to Californians), the *Asian Wall Street Journal*, *Business International* and *Dun's International*. Also included in such a facility could be easily-accessed microcomputer data bases providing Pacific Rim-focused export administration regulations as well as several other computer-data sources which could be accessed through one or more subscribing CSU libraries. The faculty to support such Pacific Rim Resources Centers clearly exists within the CSU system but financial support from businesses involved in Pacific-area commerce should be sought to organize it as promptly as possible.

5. Pacific Rim Institutes, analagous to that on the Long Beach campus, should be encouraged as the academic-administrative unit to offer courses, conferences, and training programs that meet the non-traditional requirements of post-baccalaureate (or even non-baccalaureate) Californians having a need to know more about the Pacific Rim. These could include (a) month-long accelerated courses—offered perhaps on successive weekends, for professional and

business persons, including teachers, and public officials (whose work-week and travel do not permit weekday or semester- or quarter-length enrollment); (b) customized on-site training programs for firms or individuals involved in Pacific Rim business or other activity (including language and culture training and short courses in international marketing, management, finance, and negotiating techniques as well as on American behaviors and practices for non-American national employees of California-based U.S. firms); (c) customized conferences designed to meet the specific needs of California Pacific Rim-focused professionals (business and otherwise) in conjunction, as appropriate, with state, local, and even national and foreign professional organizations (and potentially linking the resources of the entire CSU 19-campus system with the needs of various California interests); (d) teleconferenced courses and conferences, and (e) videotaping of various such activities for check-out, as needed, by California constituencies. Besides the specialized publics to be served by such means, appropriately interested CSU undergraduate and graduate students could be offered selective participation.

6. Publications should be regularly issued by the CSU to meet specific needs of various off-campus publics. Two such possible periodicals might be: (a) a monthly *CSU Pacific Rim Newsletter* (to be published by the designated CSU Pacific Rim, Resources Center) and (b) an annual review, after the fashion of Asian- and European-style yearbooks, that is, in effect, an encyclopedic work respecting "California and the Pacific Rim"—which would be its title. Commercial prospects for such a publication are so positive that the cost of printing—and perhaps much editorial activity—would be covered by sales by the authorized agent.

7. Consulting services for Pacific Rim-oriented business should be strongly enhanced. The California Small Business Development Center already provides a network of business assistance (consulting, training, and technical advice) to California small business firms. CSU should tie in with this network, matching the expertise of its faculty—and not just its business faculty—with the needs of California international business firms. In many instances CSBDC would reimburse the university for services provided.

8. The CSU Pacific Rim Resources Centers should establish "electronic mail" bulletin boards to allow users with appropriate computers and software to ask questions of its library/faculty resource base. A system-wide Pacific Rim bulletin board could be linked to the system bulletin board, expanding the pool and increasing the value to the user.

9. The CSU Pacific Rim Institutes should organize and conduct regular in-depth tours of Pacific Rim countries to study business and various professional practices. The object of this activity would be to provide teachers, professional persons, political leaders, and businessmen with an opportunity for a structured and informed study of countries in

which they are interested—inclusive of an exposure to the society and culture as well as major industrial, commercial, governmental, educational, scientific, agricultural, and other professional institutions.

10. A "California-Pacific Issues Forum" should be established to meet bi-monthly, in changing locations, to define issues if particular California political-business-professional concern. The concerns of California as such are not necessarily the same as the responsibilities of the United States government. While Washington is concerned with defense, summitry and such, California as a component of the American republic may be more interested as an eco-governmental unit with particular types of trade, immigrant flow, etc. Besides meeting bi-monthly, the "California-Pacific Issues Forum" would offer briefings on such major issues to the administrative leadership and legislature in Sacramento.

IX. Recommendations to enhance faculty competencies to participate in a general expansion of Pacific Rim-focused instruction in the CSU.

A key to the development of broader instructional opportunities with respect to the Pacific Rim, of course, is the CSU faculty. They must be assisted to prepare to play the roles the Pacific century will require of them.

The 19 campuses of The California State University already employ a substantial number of outstanding Pacific Rim experts, both Asia- and Latin America- focused. But they are not always used fully in their areas of greatest specialization—in part because of insufficient student interest. At the same time, however, there are major gaps in specialization among this same faculty—reflective of the European-oriented cultural perspective of Californian and American universities in general through the years. There are also faculty in disciplines that purport to deal with general human behavior who do not draw at all—or hardly at all—upon Asian or Latin American experiences. The needs for maximum usage of specialists, faculty development, and new faculty recruitment are all major ones.

There are both old ways—and new ones—of meeting such needs. The sabbatical is an example of a traditional means. Historically, sabbaticals have been employed on many American campuses to advance various types of curricular development, and it would seem imperative that CSU campuses consider the imaginative use of existing sabbatical leaves to prepare present faculty for new careers of instruction in support of Pacific Rim-focused teaching, research, and service.

Suggestive of a new way are strategies for placement of faculty in temporary assignments on faculties abroad in Pacific Rim countries or in companies or public agencies of such lands—helping them with a Californian-American perspective while learning, through such a relationship, more about the host country and its institutions and values. An example of such faculty opportunity is the competition offered by one of San Diego State University's exchange partners, Kansai Gaidai University in Osaka. SDSU Japan/Asian Studies faculty are encouraged to apply for a semester or a year at Kansai Gaidai during which time that university will provide fully paid housing and utilities (no small item in modern Japan) in return for which the visiting faculty member need teach only one course. Such a situation would be ideal for a professor wanting a base of operations for his or her research in Japan.

There is a growing interest, and operationalization of this interest, in Japan at the present time. The Japanese government is putting its yen where its words are, and many public and private universities and local civic entities are following its lead with enthusiasm. In Yokohama City, for example, officials have sought CSU faculty participation, and their interest includes the K-12 structure, where the future lies for our two countries, as well as higher education.

This type of faculty enhancement, however, is considerably more difficult to implement than student internships. The idea of joining projects is attractive in theory, but an Asian firm may wonder how it could articulate a professor's research project with the day-to-day empirical focus on its own research staff. This is not to say such firms reject this strategy, but they need concrete proposals. On the other hand, Yokohama City has shown great interest in the idea of teaming up with CSU experts in various fields, not necessarily restricted to trade, commerce, and banking. Yokohama City University is similarly supportive.

The following recommendations are offered to enhance the several faculties of the CSU to be ready—as soon as possible—to meet the needs of California students for greater understanding of the world of the Pacific Rim:

1. Already trained faculty should be used to the absolutely maximum extent in fulfilling several of the recommendations already made in this report. Asian, Mexican, and Central and South American specialists should be employed in their specialties and as guest lecturers in more general courses and to provide instructors for in-service education of fellow faculty on their own and other campuses.

2. As vacancies occur, new faculty, in such fields as are appropriate, should be recruited with the specific goal of adding to the campus inventory of Pacific Rim-qualified instructional staff. This means, among others, business school faculty fully aware of Japanese, Korean, Taiwanese, and other East Asian economic accomplishments as well as appropriate specialists in Pacific Rim languages, literature, philosophy, and various other areas of human activity.

3. An assertive effort should be made to encourage faculty to seek temporary appointments on the faculties of Pacific Rim universities and with Pacific-nation businesses and Californian and other American businesses abroad as well as with appropriate American and other Pacific-nation public entities. Invitations should also be extended to Pacific Rim faculty to serve on our campuses (and interaction encouraged with them on the part of all faculty likely to participate in Pacific Rim-focused education).

4. The relationship of sabbatical leaves to institutional development should be recognized and asserted, and a portion of such leaves should be used for the development of faculty Pacific Rim-focused instructional capacities.

5. Funds, which would not be great by the standards of many public expenditures, should be made available to meet the expenses of faculty relocating, albeit temporarily, in Pacific Rim countries in order to play their part in the university's improving of its capacity to meet state and national—as well as student—needs. Faculty should not have to sustain such a financial burden to help CSU—and California—meet the needs of the Pacific century. Such support should be at the level, and of the scope, of business and government funding of international service and travel, including dependent transportation for lengthy periods abroad (such as an academic year). Policies respecting faculty Pacific Rim service should be

developed that reflect such needs as health care and other concerns that would ordinarily be part of a home-campus benefits package. The faculty member seeking to enhance his/her Pacific Rim competence—and value to the CSU and California—should not be excluded from CSU employee benefits during Pacific Rim activity.

X. Recommendations respecting the attainment of an educationally beneficial "mix" of Pacific Rim students and their financial support.

The first assumption we made in attempting to recommend a policy for students from the Pacific Rim countries was the assumption we make about foreign students in general: the presence of foreign sudents is in the interest not only of the students themselves but also of their American classmates and the campus as a whole.

There are particular reasons for having students from the Pacific Rim countries on The California State University campuses. With most of these countries Californians have substantial and increasing economic and other relations. Furthermore, California's population includes large communities of people who trace their ancestry back to various of these nations. Our goals, accordingly, should be:

1. to make certain that the Pacific Rim students we admit are sufficiently prepared and capable of succeeding at The California State University;

2. to manage the proportion of students from the same country, or even the same region, in any one discipline or program;

3. to ensure that the benefits to be gained from the presence of these students on the campus are gained (that is, that the purpose for subsidizing, as we do, the cost of international students is achieved);

4. to cooperate with the Immigration and Naturalization Service in achieving the purpose of the student visa program: the economic development of the nations from which these students come to us.

The CSU Pacific Rim Commisison endorses the recommendation on standards of the CSU Admission Advisory Council's Subcommittee on International Student Admissions:

> *Admission standards should be set which promote the greatest likelihood of success for students who come to our campuses. While the usual previous academic records and the Test of English as a Foreign Language appear to be satisfactory beginning points, further exploration should be made for alternate or better indicators of academic success.*

American college classes are more informal and less lecture-based than Asian classes—and place a high value on (and, correspondingly, reward) conversational give-and-take. Americans, though friendly and hospitable, are notably less sensitive to linguistic difficulties than other people; we expect everyone to know English. Consequently, Asian students' skill in conversational English will have a great bearing not only on the students' academic success but also on the quality of their experience with American society. The campuses should make greater provision for helping those students who need such help, even if their English is good enough to make them technically admissible. In particular, Pacific Rim (and other) foreign students—as well as resident aliens who trace their ancestry to either side of the Pacific Ocean (or anywhere else)—should be more effectively assisted to have greater competency than many now demonstrate when they reach the stage of seeking to pass an English writing requirement.

The term "international students," it should be noted, refers to two categories of students, visa students and permanent residents (among whom are those classified as "refugees"), and the distinction between these categories should be more widely recognized. In figures used to cite our involvement in international education the two categories are often aggregated. They should not be: resident aliens share many characteristics with nationals that are not relevant to true foreign students. Permanant (foreign) residents are not likely to return to their native countries after graduation. To increase our assistance in the economic development of the region, accordingly, will require the recruitment of larger numbers of visa students from those countries, i.e., true foreign students.

1. We recommend that a major effort be made toward recruiting potential students from the Asian Pacific Rim nations. These students should be from all levels of society and not simply members of the elite. This will require some assistance to them—assistance that can take the form of precisely the sort of student assistant employment recommended in a previous section—but there could be other forms as well. Contacts with friendship groups, sister city groups, and other such public spirited organizations of California citizens could suggest ways to identify promising foreign students of modest means who could benefit by such a recruitment policy. Contacts with the public education institutions of those countries would also be helpful, And the number of fee waivers for foreign students who help to educate our students must be substantially increased.

   Pacific Rim nations are among those whose language and culture are increasingly important for American to understand. Therefore, the presence of a significant number of students from those countries is an important, and up to now almost wholly unused, campus asset. It is entirely reasonable for The California State University campuses to expect those students, in return for an education that, however personally expensive, is nonetheless heavily subsidized by the citizens of California, to provide some assistance in making those languages and cultures accessible to their classmates on campus. This is not to say that teaching classes in the languages, or working as tutors on campus or in local schools, should not be recompensed. Rather, the recommendation is to buttress a new emphasis on foreign language instruction in both K-12 and the college level by using this hitherto untapped resource in our midst.

2. We recommend that, in system-wide consideration of the place of foreign language in the undergraduate curriclum, attention be given to the use of Pacific Rim students to increase, in academically responsible ways, the elementary study of the relevant langauge. The students could be used as

resource-persons on the relevant cultures as well. The expansion of Pacific Rim langauge-instruction, previously recommended, will involve substantial numbers of persons to carry it out, and present—not to mention expanded—numbers of Pacific Rim students represent a major means of doing so. Moreover, such a strategy could encourage new and more satisfying ways of learning a language. Young native speakers, working under the supervision of an experienced teacher, could encourage CSU students to earlier speaking (and writing) competency, given their ability to talk to like-aged students respecting their experience in the country whose language they are studying.

Students from Pacific Rim countries, it is often claimed, are highly competent in math and science. A survey of the campuses should be conducted on presently enrolled Pacific Rim students to determine whether this is true and to ascertain whether there are, in fact, areas of study with which significant numbers of them have difficulty.

A campus survey should also determine the extent to which the common picture of Pacific Rim students, that they are overrepresented in engineering schools, is accurate. In particular we should determine whether these students, and international students in general, diminish the places available to California residents or, by absorbing excess capacity, serve to maintain expensive and specialized programs during times when demand for the programs is low.

3. We recommend that, whatever the results of such a study, campuses maintain the principle that a preponderance of international students, in particular international students from the same region, is to be avoided within any single academic program.

4. We also recommend increased monitoring of the admission, academic progress, and graduation of visa students to make certain that our attempts to further the economic development of those countries is accomplished. It is not the purpose of the student visa program to provide opportunities for citizens of those nations to become permanent residents of the United States.

XI. Recommendations concerning expansion, greater usage, funding, and organization-direction of centers in, and dealing with, the Pacific Rim.

Cooperation with educational institutions of the Pacific Rim involves a great many complexities, not all of which are readily apparent to those accustomed to dealing principally with European institutions of higher learning. These include:

> Language competence. Few CSU students have sufficient fluency in any language of the Pacific Rim other than Spanish to attend university-level courses in that language. The student, moreover, may master some languages, such as Chinese and Japanese, as a spoken form while remaining totally unqualified in the written language. The opportunity to acquire language competence on a CSU campus is today extremely limited—which is why we make the language recommendations that we do. Chinese and Japanese are the only langauges of Asia and Oceania offered in the system, and these are not found on all campuses.
>
> Academic preparation. Language competence aside, there are fundamental and profound differences in the intellectual traditions, educational standards, and pedagogical methods of the United States and those of most countries of the Pacific Rim. Students from one system cannot be expected to adapt readily to the other without major adjustments, which require (but do not always receive) extensive on-site academic guidance and administrative support.
>
> Personal funding. Even where tuition is offered without cost, either through exchange offset or tuition waiver, tranportation costs to, and living costs in, the United States are prohibitively high for the bulk of potential Pacific Rim students. Although CSU students do not pay tuition and are eligible for financial aid (which foreign students are not), they perceive costs in the Pacific Rim to be high. The cost of transportation alone, which currently approximates $1,000, is frequently a deterrent to participation in a Pacific Rim program.
>
> Student interest. Like most Americans, the bulk of CSU students are oriented more towards Europe than the Pacific Rim. Real or fancied difference in living standards, prestige of universities, accessibility of the language, opportunity for extended travel, marketability of the foreign experience, and relative familiarity of the indigenous culture all conspire to push potential CSU participants in an international program to apply for programs in Europe rather than on the Pacific Rim

In looking for constructive opportunities to increase CSU involvement in the Pacific Rim, the inescapable conclusion is that the problem lies in motivating CSU students to travel to, and study in, this area. Motivating faculty to become involved is not as great a problem in that the simple act of providing adequate financing for a program will usually result in discovering a body of interested and qualified faculty members prepared to take part. On the other hand, even the provision of adequate funding for an overseas program does not create student demand for participation. In effect the CSU currently offers a scholarship of $3,000 to $4,000 in tuition to any student who is willing to study for a year in Taiwan, Peru, Mexico, Australian, or New Zealand; yet each year a number of positions in each program go begging. The University of California offers an additional subsidy of $1,000 for personal expenses to each student willing to study in the Pacific Rim. Their programs are also not filled.

In order to motivate CSU students to participate in Pacific Rim programs, it appears essential to:

(1) Convince students of the economic advantages to be gained by an in-depth knowledge of a particular country or culture of the Pacific Rim. The efficacy of such an economic appeal is evident in the current relative lack of difficulty in recruiting students for Japan, where students perceive clear advantages to themselves in acquiring familiarity with that nation's culture and language.

(2) Create a degree of linguistic competence in an applicable language, or the desire to acquire same, on the home CSU campus. Some familiarity with a foreign language tends to generate both the desire to learn more and the confidence to attempt further study. If the perceived advantage is strong enough and the university overseas is prepared to offer effective beginning language instruction to foreigners, competence can be acquired after arrival overseas.

(3) Offer students a structured overseas experience which will maximize learning opportunities and minimize the more traumatic requirements for adaptation. This is not to say that the home environment should be replicated abroad, but it does mean that students should not be left completely to their own devices. Reassurance that a support structure exits does much to motivate students to participate and to allay their parents' fear of what often appears to both groups to be a highly exotic undertaking not without its personal and academic perils.

The requirement for an academic and administrative support structure, coupled with a low level of student demand, encourages cooperative arrangements among U.S. universities and groups of universities. With too few students to support a center of its own, one institution will pool students and resources with others to create the critical mass needed for fiscal viability. The possibilities are:

National centers. Federal funding for educating U.S. citizens abroad is predominantly geared to graduate students and faculty. An ongoing effort must be to encourage the establishment of national study centers for undergraduates. These are envisioned as nonprofit centers overseas, each managed by a lead university, with some federal funding for administrative overhead, and open to students from all over the U.S. at minimal tuition cost. Examples of potential sites for national centers are Indonesia and India.

Consortial centers. It is not just small universities and colleges which have difficulty in recruiting students for overseas programs in some areas. Even large university systems like the CSU and UC find it advantageous to combine with each other and additional large universities in order to provide sufficient students for programs in Peru and Brazil The UC also places a number of students in the CSU's program, in Taipei, offering in return places in its undersubscribed programs in Korea and Africa. These arrangements may be entered into informally or, as with the Southern California Council on International Studies, on a formal contractual basis.

Systemwide centers. This is the level at which all year-long CSU programs are currently conducted. Recruiting takes place on all nineteen member campuses, which in turn grant the financial aid for which students are normally eligible and guarantee acceptance of the credit earned. Even so, it is difficult to fill centers in the Pacific Rim countries, except for Japan. Systemwide, shorter-term programs operated by Extended Education, which perforce must be commercially viable, concentrate on travel-study tours to the People's Republic of China and Japan.

Campus centers. Another ongoing initiative has been an effort to pool resources at certain campuses, designating them as Latin American centers, Asian studies centers, and the like. On the national level these centers, including some at CSU campuses, have been funded by the federal government for a number of years. A similar proposal confined only to CSU campuses has not met with success due largely to the competition among campuses for the more popular (and better funded) geographical and cultural areas. No campus, for example, wants to give up its interest in China and Japan to another campus. If agreement could be reached on less major areas, however, it would make sense to concentrate system resources (faculty, library holdings, tuition waivers for a particular country, etc.) on a single campus.

Individual campuses. Principally within the last five years, over half of the CSU campuses have moved to create Offices of International Education, International Centers, and Deans/Directors of International Programs. This has been a response to a variety of factors—including a massive increase in the CSU of noncitizen students (who now make up more than 11 percent of the total enrollment), an expanded sense of global mission, internal and external pressure to internationalize the curriculum, and the personal involvement of internationally minded campus administrators and faculty. Representatives of CSU campuses have visited foreign universities throughout the area and have concluded with them a number of interinstitutional pacts, agreeing to cooperate in principle.

Intercampus cooperation. A new initiative in the CSU's overseas operations is an increasing impetus towards intercampus cooperation. In recent months it has been suggested by several of the campuses that a network might be created under the aegis of the systemwide Office of International Programs which would provide a vehicle for conferring on matters of mutual concern. This same network could also serve as a conduit for distributing resulting findings and concerns on both state and regional levels.

The following recommendations are offered to expand, utilize, fund, and organize on-campus and overseas facilities for the enhancement of the ability of California students to take advantage of the opportunities, and meet the challenges, of our expanding inter-dependency with other Pacific Rim lands:

1. We recommend the creation of a council of suitable representatives specifically concerned with the Pacific Rim to serve as an advisory body to encourage project in the Pacific Rim and to share ideas and disseminate information concerning activities in the area.

2. CSU campuses should be encouraged to establish centers for study, research and activity that deal, somewhere in the system, with all the regions and countries of the Pacific Rim. It is recognized that, because of their size and economic power, some of these areas and lands will be of interest to more than one campus—probably to several. Particular attention, however, should be given to those peoples and territories that are not now adequately represented anywhere in the system. Such specialization, whether involving a single Pacific Rim campus or several, should encourage concentration of resources. In return, each campus center would be expected to serve the system as a research center and point of contact with the country or region in fostering projects, including faculty and student exchanges, for all campuses of the system

3. Opportunities for expansion of CSU on-site centers in the Pacific Rim and of consortial participation in centers operated in the Pacific Rim countries by other institutions should be pursued. This approach would also encourage a concentration of resources as we share our programs with others and receive reciprocal access to their programs.

4. Federal funding should be sought for the establishment of national centers in those areas where no consortial arrangements now exist.

5. Pursuant to various of the above-recommended activities being approved by the Chancellor and the Trustees, appropriate funding should be provided to ensure that the aims of the instruction and services be genuinely attained.

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President Stephen Horn, CSU, Long Beach
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Mr. Richard King, Richard King International
President Hugh O. LaBounty, CSPU, Pomona
Professor Constance C. Lim, CSPU, Pomona
Director Ding-Yih Liu, Republic of China Cultural Service
Associate Vice Chancellor Anthony J. Moye, Office of the Chancellor
Vice President Michael Stuart, Western Growers Association
Vice President Robert Suzuki, CSU, Northridge
Director Christy Campbell Walters, Department of Commerce

ANNEX B

PACIFIC RIM-RELATED CURRICULA IN THE CALIFORNIA STATE UNIVERSITY

St

	LOS ANGELES AREA							SAN FRANCISCO AREA					OTHER AREAS						
PROGRAMS	DH	FU	LB	LA	NO	PO	SB	HA	SA	SF	SJ	SO	BA	CH	FR	HU	SD	SL	SJ
INTERNATIONAL BUSINESS																			
Bachelor's Degree		X																	
Undergraduate Option	X			X					X	X	X			X				X	
Graduate Option		X		X				X		X							X		
Certificate			X	X															
INTERNATIONAL RELATIONS																			
Bachelor's Degree										X				X					
Master's Degree									X	X					X				
Undergraduate Option				X	X				X									X	X
Graduate Option					X														X
LATIN AMERICAN STUDIES																			
Bachelor's Degree		X		X				X						X			X		
Master's Degree				X													X		
Certificate			X				X												
Minor	X	X				X					X		X		X		X		X
ASIAN STUDIES																			
Bachelors' Degree			X														X		
Master's Degree			X														X		
Minor	X				X			X	X		X				X		X		
ASIAN AMERICAN STUDIES																			
Minor										X	X								
MEXICAN AMERICAN STUDIES																			
Bachelor's Degree			X	X	X					X		X					X		
Master's Degree				X	X						X								
Undergraduate Option		X					X	X	X										
Minor		X								X	X		X				X		
INTERNATIONAL AGRICULTURE																			
Bachelor's Degree						X													
Graduate Option																		X	
JAPANESE																			
Bachelor's Degree				X						X									
CHINESE																			
Bachelor's Degree				X						X									
Master's Degree										X									
SPANISH																			
Bachelor's Degree	X	X	X	X	X		X	X	X	X	X	X	X	X	X	X	X		X
Master's Degree		X	X	X	X				X	X	X				X		X		

ANNEX C

EXCHANGES, COOPERATIVE AGREEMENTS

	BA	CH	DH	FR	FU	HA	HU	LB	LA	NO	PO	SA	SB	SD	SF	SJ	SL	SO	ST
Australia								X									X		
Hong Kong								X											
Indonesia								X						X					
Japan				X				X	X	X		X		X	X				
Malaysia												X							
Mexico								X			X			X					
Micronesia																X			
New Zealand											X	X							
People's Republic of China			X	X	X			X	X	X	X			X	X		X		
Peru															X				
Philippines				X				X											
Singapore								X											
South Korea				X				X			X	X							
Taiwan				X		X		X	X	X	X	X				X	X		
Thailand								X				X				X			
Bilingual Education for Teachers																X			
Executive Development Assistance					X	X				X	X	X			X				
Fulbright Exchanges										X		X							

ANNEX D

ST

ENROLLMENTS IN PACIFIC RIM-RELATED CURRICULA FALL 1984

PROGRAMS	LOS ANGELES AREA							SAN FRANCISCO AREA					OTHER AREAS						
	DH	FU	LB	LA	NO	PO	SB	HA	SA	SF	SJ	SO	BA	CH	FR	HU	SD	SL	SJ
INTERNATIONAL BUSINESS																			
Bachelor's Degree		261																	
Undergraduate Option	NA			NA					168	304	280			32				NA	
Graduate Option		NA		NA				2		NA							34		
Certificate			NA	NA															
INTERNATIONAL RELATIONS																			
Bachelor's Degree										225				80					
Master's Degree									50	33					4				
Undergraduate Option				NA	NA				2									NA	8
Graduate Option					NA														12
LATIN AMERICAN STUDIES																			
Bachelor's Degree		12		11				0						4			11		
Master's Degree				17													12		
Certificate			NA				NA												
Minor	NA	NA				NA					NA		NA		NA		NA		NA
ASIAN STUDIES																			
Bachelors' Degree			17														10		
Master's Degree			8														12		
Minor	NA				NA			NA	NA		NA				NA		NA		
ASIAN AMERICAN STUDIES																			
Minor										NA	NA								
MEXICAN AMERICAN STUDIES																			
Bachelor's Degree			0	90	17					16		11					2		
Master's Degree				6	2						2								
Undergraduate Option		9					NA	NA	NA										
Minor		NA								NA	NA		NA				NA		
INTERNATIONAL AGRICULTURE																			
Bachelor's Degree						26													
Graduate Option																		NA	
JAPANESE																			
Bachelor's Degree				23						46									
CHINESE																			
Bachelor's Degree				64						25									
Master's Degree										13									
SPANISH																			
Bachelor's Degree	40	80	72	96	96		28	20	67	51	60	29	7	50	23	21	168		9
Master's Degree		8	11	75	10				17	11	12				4		28		

ANNEX E

FULL-TIME EQUIVALENT ENROLLMENT IN FOREIGN LANGUAGE COURSES FALL 1984

PROGRAMS		LOS ANGELES AREA							SAN FRANCISCO AREA					OTHER AREAS						
		DH	FU	LB	LA	NO	PO	SB	HA	SA	SF	SJ	SO	BA	CH	FR	HU	SD	SL	SJ
SPANISH	l.d	54	112	122	152	216	87	84		125	109	122	44	28	152	157	33	523	78	37
	u.d.	42	51	56	40	33	4	12		49	17	45	17	7	40	28	12	117	5	15
	grad	-	2	3	3	1	-	-		9	4	1	-	-	-	1	-	12	-	-
	total	96	165	181	195	249	91	96		183	131	168	61	35	192	186	45	652	83	52
CHINESE	l.d.			6	40					16	35	27			4	6		17		
	u.d.			1	8					-	31	1			-	-		8		
	grad			-	-					-	4	-			-	-		-		
	total			7	48					16	70	28			4	6		25		
JAPANESE	l.d		18	28	34	18				17	46	21			8	18		25		
	u.d.		-	11	10	-				2	23	3			-	-		15		
	grad		-	-	-	-				-	-	-			-	-		-		
	total		18	39	44	18				19	69	24			8	18		38		

LEGEND

BA - Bakersfield
CH - Chico
DH - Dominguez Hills
FR - Fresno
FU - Fullerton
HA - Hayward

HU - Humboldt
LA - Los Angeles
LB - Long Beach
NO - Northridge
PO - Pomona
SA - Sacramento

SB - San Bernardino
SD - San Diego
SF - San Francisco
SJ - San Jose
SJ - San Jose
SL - San Luis Obispo
SO - Sonoma

ANNEX F

CSU STUDENTS IN THE PACIFIC RIM

The CSU Office of International Programs operates year-long programs at the upper division and graduate level which are available to students on all nineteen campuses.

CSU international programs in the Pacific Rim countries are limited to Australia, Japan, Mexico, New Zealand (two sites), Peru, and the Republic of China. Even so, the CSU numerically is the second largest operator of academic programs in this area in the United States (the University of California is the largest). Currently only about 68 CSU students a year study in the 6 Pacific Rim centers; in contrast, there are 364 CSU students in the 7 European centers. To date 1,209 CSU students have attended centers in the Pacific Rim; the details are attached,

The appeal of the Spanish-speaking centers, Mexico and Peru, is affected adversely by the availability of two centers in Spain itelf, identification as Third World countries and thus less comfortable physically, and consistent media coverage as being both economically and politically unstable. Both, however, offer excellent programs in comfortable and secure environments.

The two English-speaking centers, Australia and New Zealand, are limited in size by local law and practice as to how many foreign students they will accept. Any increase in the number of students accepted in New Zealand, for example, requires a cabinet decision. The current CSU limit is ten in each of two centers. Even this number is not reached, largely because the offerings are limited principally to agriculture. Australia is committed to a policy of reciprocal exchange. Under CSU funding policy such exchanges are unfunded and any administrative support is an unfunded donation of time and effort (as it is for the Quebec program).

CSU participation in Japan is limited to 25 by the host university. As a practical consideration, the cost of tuition (¥ 450,000) is also a limitation. About three times as many CSU students apply each year as can be accepted. In order to expand, however, it would be necessary to find an additional institution.

The Chinese center in Taipei offers the best opportunity for expansion. Chinese studies have been on the decline in recent years and the center habitually operates at well under capacity, currently around 15 students. It could easily handle two or three times as many. It is an excellent center for a serious student, offering easy access to the Mandarin language and to an open Chinese culture. In this latter respect a center in the ROC (Taiwan) is considered better for a beginning student of Chinese than is a center in the PRC (mainland China). Hong Kong has as its local dialect Cantonese, which is appreciably less useful than Mandarin for the beginning student. In the last three years the University of California has been sending increasing numbers of their students to the CSU center in Taipei; the number may reach ten next year.

In reciprocity the UC has extended to the CSU the opportunity to send students to the newly established UC center in South Korea, which is affiliated with Yonsei University in Seoul. The possibility of many CSU students taking advantage of this opportunity, however, is not great. The Korean language is not taught at any CSU campus, and participation in the program would effectively be limited to those students who already speak Korean, most probably as the language of the home. Yonsei is a Christian university, offers some instruction in English for foreigners, and has a very comprehensive program in Korean for foreigners.

Language preparation problems also confront the CSU in attempting to send students to the other three major cultures of the area: Indonesian/Malay, Philippine, and Thai. None of the languages used in these areas is taught in the CSU, and participation in any program in these areas would necessarily be limited to those students with pre-existing language competence and a specific interest in the area. The possibility exists of creating programs which would operate principally in English, especially in the Philippines, but would require a major effort for what would probably be a disappointingly small student demand. Again the possibility exists of the CSU participating in small numbers in whatever programs the UC may be able to establish in this area.

In addition there are short-term travel study tours conducted each summer by the separate campuses through Extended Education. In 1985 over a third (9 of 24) of these went to the PRC and a third (8) went to Japan. Of the 8 going to Japan, 6 went on to other countries as well: 1 to Korea, 2 to the PRC, 3 to Southeast Asia (Hong Kong and/or Thailand). Latin America was represented by 6 tours to Mexico only. Travel study tours to the Pacific Rim constitute less than a fourth of all CSU foreign study tours. The overwhelming majority go to Europe.

CSU CENTERS IN THE PACIFIC RIM

AUSTRALIA

CSU's newest international program, started in 1985. Affiliated with the University of Queensland in Brisbane. Students concentrate in marine biology, with research facilities available on the Great Barrier Reef. Students are housed at a residential college (dormitory) on campus. Requires a g.p.a. of 3.0. Calendar: 16 February through 6 December.

Participation:
1985 - 1
1986 - 2
Total to date - 3

JAPAN

Program started in 1964. Affiliated with Waseda University in Tokyo. Essentially a language program focusing on intensive study of Japanese with supplementary courses in Far Eastern history and culture. Students are housed with Japanese families. Requires a g.p.a., of 3.0. Calendar: 26 August through 27 June.

Participation:
1964 - 19
1965 - 28
1966 - 16
1967 - 16
1968 - 17
1969 - 16
1970 - 20
1971 - 7
1972 - 10
1973 - 12
1974 - 8
1975 - 9
1976 - 15
1977 - 18
1978 - 15
1978 - 12
1980 - 16
1981 - 26
1982 - 17
1983 - 23
1984 - 19
1985 - 21
1986 - 21
Total to date - 381

MEXICO

Program started in 1973. Affiliated with Universidad Iberoamericana in Mexico City. Three concentrations are available: Language and Culture, International Business, and Learn Spanish in Mexico (for students without prior study of Spanish). Students are placed in boarding houses for the first semester and find their own housing in the second. Requires a 2.75 g.p.a. except for International Business, which requires 3.0. Two years of college-level Spanish are required except for Learn Spanish in Mexico. Calendar: 28 June through 17 May.

Participation:
1973 - 9
1974 - 13
1975 - 16
1976 - 18
1977 - 20
1978 - 25
1979 - 22
1980 - 24
1981 - 34
1982 - 24
1983 - 24
1984 - 14
1985 - 21
1986 - 26
Total to date - 290

NEW ZEALAND

Program started in 1975. Affiliated with Lincoln University College in Canterbury (South Island) and Massey University in Palmerston North (North Island). Most students are agriculture majors, although Massey offers most traditional disciplines.

Students are housed in university hostels (dormitories) for the first term, and may choose their own housing in the second. Requires 3.0 g.p.a. Calendar: 23 February through 19 November.

Participation:
1975 - 9
1976 - 8
1977 - 7
1978 - 10
1979 - 10
1980 - 8
1981 - 9
1982 - 7
1983 - 9
1984 - 14
1985 - 17
1986 - 6
Total to date: 114

PERU

Program started in 1978. CSU participates in consortium with Indiana University, UC, and Stanford, in affiliation with Pontificia Universidad Cat'lica del Per$ in Lima. Program is most valuable for anthropologists and Latin Americanists. Required g.p.a. of 3.0 and two years of college-level Spanish. Students are housed with Peruvian families. Calendar: 15 July through 10 July.

Participation:
1978 - 5
1979 - 4
1980 - 3
1981 - 5
1982 - 5
1983 - 1
1984 - 3
1985 - 1
1986 - 2
Total to date: 29

REPUBLIC OF CHINA

Program started in 1963. Affiliated with National Chengchi University in Taipei, Taiwan; language instruction is offered by Mandarin Training Center of National Taiwan Normal University. Center has been open to UC students since 1984 (1 in 1984, 2 in 1985, 4 in 1986). Three concentrations are available: Chinese Language and Culture, International Business, and Art and Art History. Requires g.p.a. of 2.75 except for International Business which requires 3.0. Students choose their own housing. Calendar: 14 August through 4 June.

Participation:
1963 - 3
1964 - 6
1965 - 4
1966 - 24
1967 - 22
1968 - 31
1969 - 13
1970 - 29
1971 - 13
1972 - 15
1973 - 11
1974 - 10
1975 - 15
1976 - 23
1977 - 14
1978 - 18
1979 - 13
1980 - 19
1981 - 29
1982 - 20
1983 - 19
1984 - 17
1985 - 12
1986 - 12
Total to date: 392

ANNEX G

PACIFIC RIM STUDENTS IN THE CSU

As of Fall 1985 students from the Pacific Rim made up over 7% of all enrollments in the CSU. Almost two thirds (23,000) of the 38,000 noncitizen students in the CSU were from this area.

In numbers, there are over 4,000 Pacific Rim visa students (the group traditionally thought of as "foreign students"). For every one visa student, however, there are four and a half resident aliens ("green card holders") from the same area, for an additional 18,000 citizens of the Pacific Rim. Both of these groups are increasing at the rate of about 8% per year. The only group which is decreasing is refugees, of whom there were only just over 1,000. Most of these are Vietnamese, who are converting to status as permanent residents or citizens.

The largest number of visa students is from Taiwan (1,020) and the largest number of resident aliens is from Vietnam (6,343). The second largest group of resident aliens is from Mexico (3,053).

Between 1980 and 1985 the number of all foreign students present in the CSU on visa has dropped 15.24%, or in real terms 1,565 enrollments. During the same period the number of resident aliens has increased 92.02%, or in real terms 14,042 enrollments. This has occurred against a background of relatively unchanged numbers of enrollments by UC citizens.

The impact of the Pacific Rim countries on enrollment is much greater than is immediately apparent. Breaking the figures out separately, it is apparent that the decline in visa students from non-Rim countries is offset almost 50% by an increase in visa students from the Rim. During the same period the overall decline in citizen enrollments has been offset eight times over by an increase in resident aliens, the majority of which (86%) are from the Pacific Rim.

CSU ENROLLMENTS FALL 1980–85

		1980	1985	Difference	Percent
Pacific Rim	Visa	3,626	5,161	+ 1,535	+ 42.3
Countries	RA	7,331	19,407	+ 12,076	+164.7
All Other	Visa	6,641	3,541	– 3,100	– 46.7
Countries	RA	288,323	286,622	– 1,701	– 0.6
TOTAL		313,850	324,626	+10,776	+ 3.7

PACIFIC RIM ENROLLMENTS

	FALL 1980			FALL 1985		
	VISA	RA	REFUGEE	VISA	RA	REFUGEE
Oceania						
Australia	30	154		4	32	
New Zealand	5	13		17	29	

	VISA	RA	REFUGEE	VISA	RA	REFUGEE
China						
Hong Kong	788	940	2	636	1,423	3
PRC	59	176	2	280	357	3
ROC	1,018	893	5	1,020	1,930	2
Southeast Asia						
Brunei	2			1		
Macao	8	5		5	11	
Malaysia	216	22		824	45	
Singapore	78	23		131	40	
Thailand	179	109		133	186	1
Vietnam	26	1,653	580	31	6,343	1,017
Indonesia	266	63		950	126	1
Japan	565	186		338	283	
Korea						
North Korea	8	71		5	89	
South Korea	75	721	1	289	1,504	1
Philippines	74	882	2	168	1,565	2
Islands						
Melanesia	4	31		9	47	
Micronesia	10	1		12	3	
Polynesia	1	2		1	3	
Mexico	145	2,070		125	3,053	4
Central America						
Costa Rica	8	78	1	4	70	
El Salvador	27	162		39	285	15
Guatemala	6	69		13	137	
Honduras	9	25		8	38	
Nicaragua	28	69		19	94	10
Panama	27	36		17	60	
South America						
Chile	14	88	1	14	92	2
Colombia	33	155		24	193	
Ecuador	14	91		10	149	
Peru	48	119		34	159	
TOTALS						
Latin America	214	892	2	307	4,330	31
Asia	3,412	5,845	592	4,854	14,016	1,030
Pacific Rim	3,626	6,737	594	5,161	18,346	1,061
CSU Total	10,267	14,576	684	8,702	27,687	1,615
% Pacific Rim	35.3	46.2	86.8	59.3	66.3	65.7

In terms of percent of total enrollment, it is apparent that students from the Pacific Rim are a major factor in current CSU enrollment.

CSU ENROLLMENTS BY PERCENTAGE
Fall 1980–85

	1980	1985
Pacific Rim Nationals	3.49%	7.57%
Other Noncitizens	4.64%	4.14%
U.S. Citizens	91.87%	88.29%

ANNEX H

BILINGUAL/CROSS-CULTURAL CREDENTIAL AND DEGREE PROGRAMS 1986-87

CSU Campus	Approved Credential Programs		Option Within Liberal Studies Degree[3]	Option Within Master's Degree[1]
	Specialist	Emphasis		
Bakersfield	Spanish	Spanish	Yes	Spanish
Chico	Spanish	Spanish	Yes	Spanish
Dominguez Hills	Spanish	Spanish		Spanish
Fresno		Spanish	Yes	
Fullerton		Spanish		Spanish
Hayward	Spanish[3]	Spanish	Yes	(Spanish)
Humboldt		Native American[2]		
Long Beach		Spanish	Yes	(Spanish)
Los Angeles	Spanish	Spanish	Yes	Generic[4] (Spanish)
Northridge		Spanish	6	(Spanish)
Pomona	Spanish	Spanish	Yes	(Spanish)
Sacramento	Spanish Cantonese Mandarin	Spanish Cantonese Mandarin	Yes	Spanish Cantonese Mandarin
San Bernardino	Spanish	Spanish	Yes	Spanish
San Diego	Spanish	Spanish	Yes	Generic[5]
San Francisco	Spanish Cantonese Pilipino Japanese	Spanish Cantonese		
San Jose		Spanish Vietnamese		
San Luis Obispo		Spanish	Yes	
Sonoma		Spanish		
Stanislaus		Spanish	Yes	
TOTALS	11	19	12	9[4]

1. All entries in this column are formal degree options unless in parentheses. Those in parentheses are specializations within options, or advisement patterns within the MA in Education or other MA degrees.

2. Hupa, Yurok, Karuk, Tolowa.

3. Voluntary suspension requested effective at end of Winter Quarter 1987.

4. Although specific data were not requested, most of these options may be presumed to emphasize Spanish language and/or Mexican-American culture.

5. In addition to the programs shown here, San Diego State, in conjunction with Claremont Graduate School, offers the Ph.D. in Education with a Multicultural Component.

6. Under review.

ESTIMATED EDUCATION STUDENTS WITH BILINGUAL/CROSS CULTURAL CAPABILITIES

Year	Spanish	Cantonese	Portuguese	Tagalog	Japanese	Afro American	Korean	Native American	Indo-Chinese	Mandarin	Other
1986-87	1467	62	2	12	17	165	10	5	13**	25	6***
1985-86	1756	58	9	19	9	162	10	22	41	13	8
1984-85	1577	62	1	2	10	13	-	14	55	-	-
1983-84	1731	94	14	17	16	13	5	12	70	-	-
1982-83	1752	107	-	72	37	28	22	12	110	-	-
1981-82	1930	91	12	71	29	28	35	10	105	5	2
1980-81	2317	188	21	89	66	na*	na	na	na	na	78
1979-80	2206	214	37	74	64	na	na	na	na	na	57
1978-79	2257	277	32	71	116	na	na	na	na	na	60
1977-78	1520	239	37	59	53	na	na	na	na	na	100
1976-77	1731	195	34	72	55	na	na	na	na	na	124

* Not available. Data were collected in finer categories for 1981-82 and subsequent years than for prior years. Thus, the "other" category for prior years includes students reported in individual language categories for 1980-81 and beyond.

** Vietnamese

*** Armenian

ESTIMATED EDUCATION FACULTY WITH BILINGUAL/CROSS CULTURAL CAPABILITIES

Year	Spanish	Cantonese	Portuguese	Tagalog	Japanese	Afro American	Korean	Native American	Indo-Chinese	Mandarin	Other
1986-87	120	13	4	1	1	8	1	-	2**	-	3***
1985-86*	107	8	2	2	1	8	1	1	2	-	2
1984-85	93	7	1	3	1	13	2	4	4	-	2
1983-84	99	7	1	1	2	9	2	2	3	2	-
1982-83	107	8	1	4	2	9	2	2	5	-	-
1981-82	120	9	4	5	4	14	2	2	2	1	1
1980-81	102	11	3	3	4	na****	na	na	na	na	13
1979-80	105	8	3	3	4	na	na	na	na	na	9
1978-79	132	14	4	6	3	na	na	na	na	na	7
1977-78	85	7	5	3	1	na	na	na	na	na	8
1976-77	92	14	2	3	4	na	na	na	na	na	6

* Total Faculty, 1986-87: 153
Approximate Full-time: 95
Approximate Part-time: 47

** Vietnamese

*** Two French, one Finnish

**** Not available. Data were collected in finer categories for 1981-82 and subsequent years than for prior years. Thus, the "other" category for prior years includes students reported in individual language categories for 1980-81 and beyond.

University of California
Response to
Assembly Concurrent Resolution 82

University of California
Response to
Assembly Concurrent Resolution 82

CONTENTS

Introduction

I NEED FOR PACIFIC RIM SPECIALISTS p. 1

II INCREASED INTERCHANGE AMONG SCHOLARS IN COUNTRIES OF THE PACIFIC RIM p. 3

III CHANGES IN CURRENT EDUCATIONAL PROGRAM OFFERINGS AND EXCHANGE PROGRAMS BEARING ON PACIFIC RIM STUDIES p. 4

IV ENHANCING EXCHANGE OF INFORMATION AND IDEAS AMONG CAMPUSES IN CALIFORNIA AND IN OTHER PACIFIC RIM COUNTRIES p. 5

V ESTABLISHMENT OF A CENTER FOR PACIFIC RIM STUDIES p. 5

Attachments:

1. Inventory, 1984-85: "Inventory of University of California Programs Related to the Pacific Rim, 1984-85." (Includes transmittal letter, Vice President Frazer to President Gardner, June 10, 1985).

2. Examples of current offerings and new initiatives: Letter from President David P. Gardner to Robert T. Monagan, February 7, 1986.

   A. Staff Comment: New initiatives
   B. Examples of Pacific Rim courses in History and Political Science at two campuses.
   C. Enrollments in selected Pacific Rim courses at one campus.

3. Preliminary Update, July 1985-January 1986, to "Inventory of University of California Programs Related to the Pacific Rim, 1984-85. (An attachment to the correspondence in 2 above).

4. "Rationale for the Creation at UCSD of a Professional Graduate School of International Studies focusing on the Pacific Basin," Revised, June 7, 1985.

5. "List of Updated and New Tables, Pacific Rim Inventory, 1986-87." April 3, 1987.

6. "Large Research Projects Funded by Grants from the Universitywide Pacific Rim Research Program. Initial Year, 1986-87."

7. "Dimensions of International Studies at UCLA." From a Draft Report by UCLA International Studies and Overseas Programs office.

UNIVERSITY OF CALIFORNIA
RESPONSE TO
ASSEMBLY CONCURRENT RESOLUTION 82

ACR 82 requests the University to study its role in meeting the needs of the state in furthering its economic position and leadership within the Pacific Rim and in carrying out its responsibilities to immigrants of Pacific Rim countries, including an assessment of needs for: (1) Pacific Rim specialists, (2) increased interchange among scholars in countries of the Pacific Rim, (3) changes in current educational program offerings and exchange of information and ideas among campuses in California and in other Pacific Rim countries, and (5) establishment of a center for Pacific Rim studies, to fulfill research and public service functions pertaining to the Pacific Rim area.

Following is a brief comment on the materials the University submitted in response to the resolution.

I. NEED FOR PACIFIC RIM SPECIALISTS

It would be difficult to respond to this portion of the assessment without distinguishing between the teaching and research and public service programs that traditionally have been an integral part of the University's academic program, and additional programs that have recently been established or are being planned in response to perceived additional needs to train Pacific Rim specialists.

Program Inventory

1984-85 Inventory of Pacific Rim Programs

The University has a long tradition at its older campuses, and especially at its largest campuses, of training Pacific Rim specialists, primarily within the Letters and Science disciplines. The "INVENTORY OF UNIVERSITY OF CALIFORNIA PROGRAMS RELATED TO THE PACIFIC RIM, 1984-85" (Attachment 1) lists, for example, the Foreign Language and Area Studies programs at each campus pertaining to the Pacific Rim. For example, the Inventory lists the degree programs and sub-programs offered by the Department of Oriental Languages at Berkeley, the Department of East Asian Languages and Cultures at Los Angeles, and all the other established departments or programs training specialists in Asian, Latin American, and Russian languages and cultures. Most of the instructional programs also offer undergraduate instruction for both non-majors and for those preparing to major in, and possibly to pursue graduate study and specialization in, Pacific Rim language and area studies. The undergraduate programs are included in the inventory. The Inventory also lists Area Studies programs, such as Asian Studies or Latin American Studies, by campus and administrative unit. As a cross-reference, the Inventory also lists all the Pacific Rim languages taught in the University, by campus and teaching department. The Inventory includes enrollment data on students who are majoring in language and area studies programs.

The organized research effort, which enhances and interacts with the instructional programs, is represented in the Inventory by a list of organized research units and other research entities. The list includes, for example, the established Institutes of East Asian Studies, and of International

Studies, at Berkeley; and other orangnized research units or entities in the Asian, Latin American, and Soviet areas. The most recent addition, as of 1984-85, was the developing intercampus research organization, UC-MEXUS.

Instruction in other disciplines

The combination of instructional and research programs which can produce both general instruction and specialized training in disciplines bearing on Pacific Rim concerns includes other core disciplines, such as history and political science. A separate Attachment 2 gives examples of curricula and courses in these two disciplines at one or two campuses. In addition, the Inventory includes listings of sub-programs or emphases within various disciplinary majors that have a Pacific Rim orientation.

Given the fact that the Pacific Rim is a concept about a wide range of concerns affecting an important region of the world, it is inevitable that specialized knowledge about the Pacific Rim is gained through the study of many disciplines. The Inventory and the History/Political Science curricular examples illustrate the complexity of the endeavor. Less easy to demonstrate in a study or assessment are the interactions and interdependencies among the University's Pacific Rim programs.

Global perspective

In the context of ACR 82, it would not be easy for the University to make global assessment of the need for Pacific Rim specialists. Many faculty are involved in the instruction and research programs. This kind of perspective on the University's role in training Pacific Rim specialists is provided in Attachment 6. It is a Draft Report on International Studies at Los Angeles. It was prepared by the Los Angeles office of International Studies and Overseas Program (ISOP). The ISOP report is a survey of the campus resources - its faculty and curricular strengths - in international studies. Pacific Rim areas are identified to the extent possible. The report shows, for example, that Los Angeles' faculty with strengths in international studies totals 238 faculty, of whom 157 are in Letters and Science. Few campuses have assembled campus-wide profiles of faculty with strengths in Pacific Rim-related areas. More typical are the rosters maintained by individual Organized Research Units. The 1983-84 Annual Report of the Institute of East Asian Studies at Berkeley, for example, contains a roster of 45 Berkeley faculty who are affiliated with the Institute or with one or more of its Centers. Their departments or schools range from Architecture and Business to Oriental Languages and Sociology.

These disparate surveys indicate that a considerable number of University faculty are involved in Pacific Rim teaching and scholarship. Many of them are senior scholars, people whose replacements must be trained to meet faculty renewal needs in the next 10-15 years. This need is being satisfied in part through the Universitywide Pacific Rim Research Program, which devotes a substantial portion of its competitively awarded research grants budget to supporting graduate research assistants who are in doctoral programs (see Attachment 7).

Additional Needs and New Initiatives

Professional training

The Pacific Rim Inventory Update, July 1985-January 1986, attached to President Gardner's letter to Assemblyman Tom Hayden (February 10, 1986) follows the Inventory as Attachment 3. This update begins with a description of the Graduate School of International Relations and Pacific Studies at the San Diego campus. This new professional school, established by The Regents in January, 1986, is the first school of international relations in the University. As its name suggests, the School's focus is the Pacific Rim.

The needs assessment that preceded The Regents' action is contained in the proposal to establish the School. Student demand, enrollment and placements of graduates from other international relations schools, located primarily in the eastern United States, was studied, assessed, and subsequently reviewed thoroughly in the program approval process. The proposal's rationale also assesses the specific needs for the kinds of specialists the professional school will train. This statement is provided in Attachment 4.

II. INCREASED INTERCHANGE AMONG SCHOLARS IN COUNTRIES OF THE PACIFIC RIM

Interchange among scholars in countries of the Pacific Rim, as in most other instances of international scholarly exchange, is an essential element to the vitality of research programs and the enhancement of instruction. Unfortunately, aggregate information that would be informative about the scope and scale of exchange relationships is not available because the programs typically are originated through contact at the faculty level, and arranged and funded at the department or organized research unit level. Examples: (1) The Los Angeles ISOP office compiled a list of Los Angeles/Pacific Rim Exchange agreements current in 1985. The campus had 24 formal exchange agreements with universities in Australia, China, Japan, Korea, Mexico, the Philippines, Singapore, and Taiwan. (2) The Center for Pacific Rim Studies at Los Angeles (established 1985) sponsored four foreign exchange scholars in its first year of operation; it hosted 87 visiting undergraduate students from Pacific Rim universities in its first year of operation.

The need to increase interchange among Pacific Rim scholars is a primary goal of the Universitywice Pacific Rim Research Program, established in 1986-87. This program was established by the University with initial support of $250,000 from the State of California of $250,000 from the Office of the President of the University. The program's overall goal is to foster and enhance research on aspects of the Pacific Rim that are of regionwide significance or that pertain to the mutual interdependencies of the region. The program awards research grants to University of California faculty researchers on a competitive basis. The program begins its second year in 1987-88 with $500,000 in State support and continued support from the University.

In addition to regionwide significance and mutual interdependencies, a third criterion for awarding grants for large research projects is that they involve collaboration with faculty from other Pacific Rim universities. Projects often involve teams of researchers on both sides of the border or the ocean. Two-thirds of the projects funded in the first year of the program involved international collaboration. A description of the large research projects funded by the program in 1986-87 is included as Attachment 7.

The Universitywide Pacific Rim Research Program also encourages collaboration among researchers at the various UC campuses. Some of the initial projects involved such collaboration. Research projects also involve collaboration between University of California faculty and faculty at other universities in California and elsewhere in the United States. All of these kinds of collaboration are expected to receive growing emphasis as the program matures. The participation of graduate students in the research fosters further interaction and multiplies the impact of the program on international education. The program helps Pacific Rim universities build a diverse network of communication and interaction that has significant long-range potential for international education.

III. CHANGES IN CURRENT EDUCATIONAL PROGRAM OFFERINGS AND EXCHANGE PROGRAMS BEARING ON PACIFIC RIM STUDIES.

University of California educational program offerings in any field evolve continually to meet changing needs. The University's Inventory of Pacific Rim programs captures some of the changes in the many academic areas that bear on the Pacific Rim, in Attachments 3 and 5. A few examples are noted below.

Examples

The new Graduate School of International Relations and Pacific Studies is the largest single new educational program offering. It is targeted to graduate training, with 400 enrollments planned when the School reaches steady state in 1992, largely in the professional master's program. The School plans a small doctoral program of 20 students, and enrollment slots for people with professional interests in the Pacific Rim who are not seeking degrees. Related new program initiatives include the Japanese Studies program at San Diego, an undergraduate program.

The number of undergraduate and graduate majors in Pacific Rim language and area studies programs rose between 1981 and 1986. Foreign language programs are expanding, both vertically in the level of proficiency of training offered, and in the number of campuses offering individual Pacific Rim languages. Demand for, and enrollment in, Pacific Rim language courses is growing, as noted in Attachment 5.

Education Abroad Program (EAP)

In support of expanded opportunities for University students to learn more of the languages and cultures of Pacific Rim countries, and for students in those countries to have educational and cultural experiences in California, the Education Abroad Program is undergoing a planned expansion, with State support. The EAP expansion is discussed generally in Attachment 3 and more details are given in Attachment 5. For example, between 1985-86 and 1988-89, the University plans to expand from 4 Pacific Rim languages taught in 7 countries, to 7 languages taught in 14 countries. In 1985-86, University students could go abroad to study Chinese (and Cantonese), Japanese, and Spanish. By 1988-89, they are expected to have additional opportunities to study the Korean, Indonesian, and Thai languages in the native countries. In addition, plans are underway to expand opportunities to study Russian in the

U.S.S.R. With the U.S.S.R. programs included, enrollments in EAP programs should grow from approximately 115 in 1985-86 to nearly 425 in 1988-89. Nearly all these enrollment slots are for undergraduate students.

Student Exchanges

The expanded EAP program will offer places for reciprocity, or foreign exchange, students in growing numbers. Reciprocity student enrollments in the EAP program are expected to rise from approximately 35 in 1985-86 to nearly 240 in 1988-89.

In addition, the Universitywide Pacific Rim Research Program offers new opportunities for University graduate research assistants working with faculty who hold research grants from the program, to travel and do professional work abroad, and the potential for foreign graduate students to have similar professional and cultural exposure. In some instances, the Pacific Rim research projects also may involve undergraduate research assistants.

IV. ENHANCING EXCHANGE OF INFORMATION AND IDEAS AMONG CAMPUSES IN CALIFORNIA AND IN OTHER PACIFIC RIM COUNTRIES

Information and idea exchange is an outcome of programs that encourage contact, communication and collaboration among faculty and students. Much activity of these kinds is a structural part of the wider academic community. The four large new Pacific Rim program initiatives noted above will contribute in distinctive ways to an accelerating and broadening impact of such exchanges in California and in the international Pacific Rim community. Exchange components are structural elements of the Graduate School of International Relations and Pacific Studies; the Universitywide Pacific Rim Research Program; the expanded Education Abroad Program; and the Los Angeles Center for Pacific Rim Studies. These programs are interconnected with the academic departments and organized research efforts on the various campuses, giving particular initiatives a synergistic impact that simple program inventories cannot adequately describe. Moreover, the individual departments and research units are the source of many initiatives tending toward more interdisciplinary and interinstitutional contact that cannot be reflected in the inventory materials supplied in this response.

V. CENTER FOR PACIFIC RIM STUDIES

The Los Angeles-based Center for Pacific Rim Studies was established in 1985 to bring a multidisciplinary and issue-oriented approach to the common concerns of the peoples of the Pacific Rim. It is described in Attachment 2-A. In its first year, the Center published research results, held international seminars and conferences, and engaged in other research and public service activities, some of which have been noted above. The Center received a two-year grant in 1986-87 from the Universitywide Pacific Rim Research Program for a research project on the movement of highly trained people in the Pacific Rim, including immigrants, students, and others. The project is described in Attachment 7.

The University of California's response to ACR 82, consisting of this report and the attachments listed in the table of contents, is not an exhaustive account of the ways in which the University has studied, and continues to respond to, the educational needs of California in the emerging world of the Pacific Rim. The response contains information about the nature of the existing Pacific Rim educational programs. It describes new initiatives of Universitywide scope and international impact that have been planned, are being implemented, and will enhance the established programs. The report attempts to indicate some of the ways in which the University's educational activities related to the Pacific Rim are enhancing contact, communication, and collaboration among people in this vast and diverse region.

UNIVERSITY OF CALIFORNIA

ATTACHMENT 1

BERKELEY • DAVIS • IRVINE • LOS ANGELES • RIVERSIDE • SAN DIEGO • SAN FRANCISCO
SANTA BARBARA • SANTA CRUZ

VID PIERPONT GARDNER
President

WILLIAM R. FRAZER
Senior Vice President—
Academic Affairs

OFFICE OF THE PRESIDENT
BERKELEY, CALIFORNIA 94720

June 10, 1985

PRESIDENT GARDNER

Dear David:

I am transmitting an inventory of the University's current degree programs and organized research units that relate to the Pacific Rim Area. The inventory was prepared by Academic Personnel and Planning.

Presented in the Inventory are a summary of offerings, and University-wide and campus tables. The tables cover the languages of the Pacific Rim countries taught at the University, language and area study degree programs and their emphases, relevant concentrations in other programs, and minors. There are similar listings for degree programs in international studies and development studies. Organized Research Units and Consortia whose primary activities are Pacific Rim area studies or international studies are listed. The names of the units administering each program and the names of ORU directors are included. The Education Abroad centers are listed and their programs are described in Appendix A. There are data on enrollments in majors and EAP centers, and enrollments of students whose home location is in a Pacific Rim country. Faculty and student exchange programs are not listed. The inventory is otherwise comprehensive but may not be exhaustive.

As you will see, the University of California is actively engaged in teaching and research that is related to the Pacific Rim area - the 25-30 countries or political entities that border on the Pacific Ocean. Of the area's major languages, Spanish and Russian are taught at all campuses, while Chinese and Japanese are taught at most campuses. The campuses offer approximately 65 undergraduate and graduate degrees in Pacific Rim languages, literatures and cultures and area studies. Of the more than 50 majors leading to degrees, about 24 pertain to Latin America, 18 to Asia, and 10 to the Soviet Union. The programs enroll about 1200 majors, including 800 undergraduates and 400 graduate students. In addition, there are opportunities for students to minor in area studies, pursue area study concentrations in other programs, and major in international or development studies.

The Education Abroad Program offers programs at 15 study centers in the Pacific Rim area. Among the University's Organized Research Units, three large campus Institutes focus on International or Area Studies research pertaining to the Pacific Rim. A total of 13 Centers within and outside the Institutes specialize in research concerning Asia, Latin America, and the Soviet Union and Eastern Europe. The Universitywide Consortium for Mexican and border studies, UCMEXUS, draws participation from every campus of the University.

I believe the Inventory may be useful as a reference by University people and others who have an interest in the status and development of University activities concerning the Pacific Rim.

Sincerely,

Bill

William R. Frazer

Enclosure

cc: Vice President Baker
Acting Assistant Vice President Mayhew
Director Jegers

INVENTORY OF UNIVERSITY OF CALIFORNIA PROGRAMS
RELATED TO THE PACIFIC RIM

1984-85

Department of Academic Personnel and Planning
May, 1985

INVENTORY OF UC PROGRAMS RELATED TO PACIFIC RIM COUNTRIES

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SUMMARY

INVENTORY OF UC PROGRAMS RELATED TO PACIFIC RIM COUNTRIES

Definition and Scope

The Pacific Rim area covers 25 to 30 countries and political entities borderning on the Pacific Ocean. The area includes the nations of East and Southeast Asia: Australia and New Zealand; Latin American countries from Chile to Mexico; Canada; and the Soviet Union.

This inventory covers University of California teaching and organized research programs in the fields of language and area studies. Non-area specific programs of international and development studies are also listed. The focus is on majors and degrees, but identifiable area concentrations and minors are also listed. Specialized libraries and museums are included.

Organized research programs listed are primarily those that either have, or are under consideration for, status as Organized Research Units (ORUs and MRUs).

The Education Abroad Program is included. Faculty and student exchange programs are not listed in this initial inventory. The inventory is otherwise comprehensive, but may not be exhaustive.

SUMMARY STATISTICS FOR LANGUAGE AND AREA STUDIES

LANGUAGE INSTRUCTION

Chinese is taught at	7 campuses
Japanese	6 campuses
Korean	1 campus
Malay/Indonesian	1 campus
Thai	1 campus
Spanish	8 campuses
Quechua	1 campus
Russian	8 campuses

DEGREES

Approximately 65 undergraduate and graduate degrees in Languages, literatures and cultures; and Area Studies of the Pacific Rim area offered by UC's eight general campuses.

Over 40 undergraduate degrees.

Over 20 graduate degrees (Master's and/or doctoral).

MAJORS

Over 50 language and area study majors leading to degrees:

24 pertain to Latin America - including such programs as Spanish, Latin American Studies, and Chicano Studies;

18 pertain to Asia - including such programs as Chinese, Japanese, Southeast Asian Studies, Asian Studies, and Asian American Studies.

10 pertain to the Soviet Union including such programs as Slavic Languages and Literatures, Russian, and Russian and East European Studies.

ORGANIZED RESEARCH

1 Universitywide Consortium (UCMEXUS), being considered for status as a Multicampus Research Unit.

3 large campus Institutes for Area or International Studies

5 campus Centers for Asian area research.

6 campus Centers for Latin American area research.

2 campus Centers for Slavic and East Eurpean research.

EDUCATION ABROAD

15 Study Centers in Pacific Rim countries, administered by the Education Abroad Program.

6 in East Asia

6 in Australia

2 in Latin America

1 in the Soviet Union

ENROLLMENT

1,200 UC students enrolled as language and area studies majors at the eight general campuses in Fall 1984, including:

800 undergraduate majors,

400 graduate majors.

123 UC students from all disciplines are enrolled in Pacific Rim Education Abroad Study Center programs in 1984 85.

3,700 University of California students count their home residence as located in Pacific Rim countries. This number is

55 percent of all UC students whose home is in a foreign country.

Pacific Rim Inventory Table 1. prtbl1

LANGUAGES OF PACIFIC RIM COUNTRIES TAUGHT AT UC

UNIVERSITYWIDE SUMMARY

	Campuses Where Languages Are Taught							
AREA AND LANGUAGE	UCB	UCD	UCI	UCLA	UCR	UCSD	UCSB	UCSC
EAST ASIA								
Chinese-Modern	X	X		X	X	X	X	X
Chinese-Classical	X	X		X		X	X	
Japanese	X	X		X		X	X	X
Korean	X							
Mongolian	X							
Tibetan	X							
Cantonese		X						
SOUTHEAST ASIA								
Malay/Indonesian	X							
Thai	X							
LATIN AMERICA								
Spanish	X	X	X	X	X	X	X	X
Quechua (Andean)				X				
SOVIET UNION								
Russian	X	X	X	X	X	X	X	X
Other Slavic/ East European	X			X				

EDUCATION ABROAD PROGRAM

STUDY CENTERS IN PACIFIC RIM COUNTRIES

I. ASIA AND SOUTH PACIFIC

A. CHINA AND TAIWAN

1. University of Beijing
2. University of Nanjing
3. Chinese University - Hong Kong
4. National Chengchi University - Taiwan

B. JAPAN

5. International Christian University, Mitaka (Tokyo)
6. University of Tsukuba (graduate students only)

C. AUSTRALIA

7. La Trobe University, Melbourne
8. Monash University, Monash
9. University of Melbourne, Melbourne
10. Australian National University, Canberra
11. University of Sydney, Sydney
12. Macquarie University, Sydney

II. LATIN AMERICA

A. MEXICO

13. National Autonomous University of Mexico, Mexico City
13a. Study and Field Experience - Mexico

B. PERU

14. La Catolica, Lima

III. SOVIET UNION

15. Leningrad State University, Leningrad.

Pacific Rim Inventory Table 3. prtbl3

ENROLLMENTS OF MAJORS IN PACIFIC RIM DEGREE PROGRAMS

By Campus and Area, Fall 1984

I. LANGUAGE AND AREA STUDIES

	ASIA		LATIN AMERICA		SOVIET UNION		TOTAL AREA	
CAMPUS	TOTAL	GRAD	TOTAL	GRAD	TOTAL	GRAD	TOTAL	GRAD
UCB	121	59	118	44	43	25	46139	128
UCD	5	0	79	28	14	3	98	31
UCI	0	0	107	41	16	0	123	41
UCLA	79	22	235	69	49	28	363	119
UCR	0	0	34	13	2	0	36	13
UCSD	9	0	66	22	0	0	75	22
UCSB	17	7	132	38	8	0	157	45
UCSC	13	0	78	0	4	4	95	0
TOTAL LANG. & AREA ST	244	88	849	255	136	56	1229	399

II. DEVELOPMENT AND INTERNATIONAL STUDIES MAJORS

CAMPUS	TOTAL	GRAD
UCB	23	0
UCD	564	41
UCLA	18	0
UCSD	9	0
TOTAL DEV.& INT'L.	614	41

Pacific Rim Inventory Table 4. prtbl4

PACIFIC RIM DEGREE PROGRAMS: MAJORS AND ENROLLMENTS

I. ASIA, EAST ASIA, SOUTHEAST ASIA

MAJOR	CAMPUS	DISCI-PLINE	ENROLLMENT TOTAL	UG	GRAD	FALL 1984 MASTER	PHD
ORIENTAL LANGUAGES	UCB	F.LANG.	55	37	18	2	16
ORIENTAL LANGUAGES	UCLA	"	12	0	12	6	6
E.ASIAN LANG/CULT.	UCLA	"	2	0	2	2	
CHINESE	UCLA	"	10	10			
JAPANESE	UCLA	"	26	26.			
LINGUISTICS & ORIENTAL LANG.	UCLA	LETTERS	9	9			
CHINESE	UCSB	F.LANG	4	4			
Chinese(LANG.STDY)	UCSC	"	2	2			
Japanese(LANG.STDY)	UCSC	"	11	11			
S.&S.E. ASIAN ST.	UCB	AREA ST.	18	5	13	3	10
BUDDHIST STUDIES	UCB	"	7	0	7		7
ASIAN STUDIES	UCB	"	36	15	21	13	8
ASIAN STUDIES	UCSB	"	13	6	7	7	
EAST ASIAN STUDIES	UCD	"	5	5			
EAST ASIAN STUDIES	UCLA	"	12	12			
EAST ASIAN STUDIES '(Indiv.Major)	UCSC	"					
CHINESE STUDIES	UCSD	SOC.SCI.	9	9			
ASIAN-AMER.STUDIES	UCB	AREA ST.	5	5			
ASIAN-AMER.STUDIES	UCLA	SOC.SCI.	8	0	8	8	
TOTAL ASIAN	ALL	ALL	244	156	88	41	47

Pacific Rim Inventory Table 4. prtbl4

PACIFIC RIM DEGREE PROGRAMS: MAJORS AND ENROLLMENTS

II. LATIN AMERICA

		DISCI-	ENROLLMENT			FALL 1984	
MAJOR	CAMPUS	PLINE	TOTAL	UG	GRAD	MASTER	PHD
SPANISH	UCB	F.LANG	58	41	17	7	10
HISPANIC LIT	UCB	"	11	0	11	1	10
SPANISH	UCD	"	75	47	28	13	15
SPANISH	UCI	"	107	66	41	7	34
SPANISH	UCLA	"	128	113	15	14	1
HISP.LANG.& LIT	UCLA	"	27	0	27	2	25
SPAN.& LINGUISTICS	UCLA	"	14	14			
LINGUISTICS & SPAN.	UCLA	"	6	6			
SPANISH	UCR	"	31	18	13	7	6
SPANISH LIT	UCSD	"	64	42	22	5	17
SPANISH	UCSB	"	92	74	18	14	4
HISP.LANG & LIT.	UCSB	"	13	0	13		
HISPANIC CIV.	UCSB	"	16	9	7	6	1
Spanish(LANG.STDY)	UCSC	"	65	65			
LATIN AMERICAN ST.	UCB	AREA ST.	36	20	16	6	10
LATIN AMERICAN ST.	UCLA	"	55	28	27	27	
LATIN AMERICAN ST.	UCR	"	3	3			
LATIN AMERICAN ST.	UCSC	"	13	13			
CHICANO STUDIES	UCB	SOC.SCI.	13	13			
MEX-AM(CHICANO) ST.	UCD	LETTERS	4	4			
CHICANO STUDIES	UCLA	SOC.SCI.	5	5			
CHICANO STUDIES	UCR	"	0	0			
CHICANO STUDIES	UCSD	SOC.SCI	2	2			
C[illegible]CANO STUDIES	UCSB	"	11	11			
TOTAL LATIN AMER.	ALL	ALL	849	594	255	109	133

Pacific Rim Inventory Table 4. prtbl4

PACIFIC RIM DEGREE PROGRAMS: MAJORS AND ENROLLMENTS

III. SOVIET UNION

MAJOR	CAMPUS	DISCI-PLINE	ENROLLMENT FALL 1984 TOTAL	UG	GRAD	MASTER	PHD
SLAVIC LANG.& LIT.	UCB	F.LANG	43	18	25		25
RUSSIAN	UCD	"	14	11	3	3	
RUSSIAN	UCI	"	16	16			
SLAVIC LANG.& LIT.	UCLA	"	34	6	28	16	12
RUSSIAN CIV.	UCLA	"	8	8			
RUSSIAN LINGUISTCS	UCLA	"	7	7			
SLAVIC LANG.& LIT.	UCSB	"	8	8			
Russian(LANG.STDY.)	UCSC	"	4	4			
RUSSIAN STUDIES	UCR	AREA ST.	2	2			
RUSSIAN STUDIES (Indiv.Major)	UCSC	"					
TOTAL SOVIET UNION	ALL	ALL	136	80	56	19	37

Pacific Rim Inventory Table 4. prtbl4

UC ENROLLMENTS OF MAJORS IN INTERNATIONAL AND DEVELOPMENT PROGRAMS

IV. INTERNATIONAL AND DEVELOPMENT STUDIES PROGRAMS

			ENROLLMENT			FALL 1984	
MAJOR	CAMPUS	DISCIPLINE	TOTAL	UG	GRAD	MASTER	PHD
DEVELOPMENT STUDIES	UCB	SOC.SCI.	23	23			
INTERNATIONAL AGRICULTURAL DEVELOPMENT	UCD	AGRIC.	70	29	41	40	1
INTERNATIONAL RELATIONS	UCD	SOC.SCI.	494	494			
ECONOMICS/INT'L. AREA ST.	UCLA	SOC.SCI.	18	18			
THIRD WORLD STDIES	UCSD	SOC.SCI.	9	9			
TOTAL INT'L & DEV.	ALL	ALL	614	573	41	40	1

Table 1. PACIFIC RIM LANGUAGE OFFERINGS: BERKELEY

AREA & LANGUAGE	HIGHEST YR TAUGHT	NAME OF DEPARTMENT OR PROGRAM
EAST ASIA		
Japanese	3rd yr.	Dept. Oriental Languages
Korean	3rd yr.	
Chinese -Classical		
Chinese -Modern	3rd yr.	
Mongolian	2nd yr.	
Tibetan	2nd yr.	
SOUTHEAST ASIA		
Malay/Indonesian	3rd yr.	Dept. South & Southeast Asian Studies
Thai	1st yr.	
Intro. to languages of Mainland SE Asia		Dept. Linguistics
LATIN AMERICA		
Spanish	3rd yr.	Dept. Spanish & Portugese
U.S.S.R.		
Russian (and East European languages)	4th yr.	Dept. Slavic Languages & Literatures

Table 2. PACIFIC RIM PROGRAMS: BERKELEY

I. LANGUAGE AND AREA STUDY PROGRAMS-BERKELEY

A. UNDERGRADUATE DEGREE PROGRAMS	ADMINISTRATIVE UNIT
1. ORIENTAL LANGUAGES	Dept. Oriental Languages
Emphases: Chinese Japanese Altaic	
2. SOUTH & SOUTHEAST ASIAN STUDIES	Dept. S.& S.E. Asian Studies
Emphases: Malay-Indonesian	
3. ASIAN-AMERICAN STUDIES	Group Major: Coll. L&S, or Dept. Ethnic Studies
Emphases: Professional fields	
4. ASIAN STUDIES	Group Major, College of L & S: Supported by Institute for East Asian Studies
Emphases: China Japan and Korea Southeast Asia	
5. SLAVIC LANGUAGES & LITERATURES	Dpt.Slavic Languages & Literatures
Russian (also other East European languages)	
6. SPANISH	Dept. Spanish & Portugese
Emphases: Spanish & Spanish-American (also Sp.& Sp.-Am & Luzo-Brazilian)	
7. CHICANO STUDIES	Group Major: Coll. L&S, or Dept. Ethnic Studies (Associated with UCMEXUS)
Emphases: Soc.Sci & Hum.	
8. LATIN AMERICAN STUDIES	Group Major. Supported by the Institute of Int'l. Studies

I. LANGUAGE AND AREA STUDY PROGRAMS-BERKELEY

B. GRADUATE DEGREE PROGRAMS	ADMINISTRATIVE UNIT
1. ORIENTAL LANGUAGES - MA/PHD Emphases: Chinese Language & Literature Classical Chinese Japanese Language & Literature Altaic languages (Mongolian)-MA only	Dept. Oriental Languages
2. S.&S.E. ASIAN STUDIES-MA/PHD Emphases: Malay-Indonesian (and South Asian fields)	Dept. S.&S.E. Asian Studies
3. ASIAN STUDIES MA PHD (authorised but restricted) Emphases: East Asian Southeast Asian (South Asian)	Graduate Group. Supported by the Institute of East Asian Studies Regional Sections: China, Japan & Korea; Southeast Asia (and South Asia).
4. BUDDHIST STUDIES PHD Emphases: An East Asian language, (or Sanskrit)	Graduate Group. Cooperates closely with Depts. of S.&S.E. Asian St., and Oriental Lang.
5. SLAVIC LANGUAGES & LITERATURES MA/PHD Emphases: Russian Literature Russian Linguistics (same for East European)	Dpt.Slavic Languages & Literatures
6. SPANISH MA	Dept. Spanish & Portugese
7. HISPANIC LITERATURES PHD	
8. LATIN AMERICAN STUDIES MA/PHD	Graduate Group. Supported by Institute for International Studie
8A. CONCURRENT DEGREES WITH LAW	

I. LANGUAGE AND AREA STUDY PROGRAMS-BERKELEY

C. NONDEGREE CERTIFICATE PROGRAMS	ADMINISTRATIVE UNIT
1. CERTIFICATE IN RUSSIAN & EAST EUROPEAN STUDIES 18 semester units, not languages, for graduate students enrolled in a Master's or Doctoral program in a field related to the Russian/East European area.	Faculty Sponsors
2. Departmental Certification: Studies and add'l coursework in Russian Lang. & Lit.	Dept. Slavic Languages & Literatures

D. AREA CONCENTRATIONS-OTHER MAJORS	ADMINISTRATIVE UNIT
1. N.E. Asia; S.E. Asia; Latin America; U.S.S.R.	Dept. Political Science
2. Asia; Latin America	Dept. History
3. Asian Art	Dept. History of Art

I. LANGUAGE AND AREA STUDY PROGRAMS-BERKELEY

E. ORGANIZED RESEARCH UNITS - AREA STUDIES COMPONENTS	DIRECTOR/CHAIR
1. INSTITUTE OF EAST ASIAN STUDIES	Robert A. Scalapino
Area Centers:	
a. Center for Chinese Studies	Joyce Kallgren (UCD)
b. Center for Japanese Studies	Irwin Schneiner
c. Center for Korean Studies	John C. Jamieson
Other Activities:	
d. East Asia Nat'l.Resource Ctr. (Formerly Stanford-Berkeley East Asian Lang. & Area Ctr.)	John C. Jamieson
e. Indochina Project (Archives)	
f. Group in Asian Studies	Herbert R. Phillips
2. INSTITUTE OF INTERNATIONAL STUDIES	Carl G. Rosberg
Area Centers:	
a. Center for Latin American St.	Brent Berlin
b. Center for Slavic & East European Studies	G.W. Lapidos
c. Center for S.&S.E.Asian Studies	Bruce Pray
Other Area Activities:	
d. Mexican Studies Program (associated with UCMEXUS)	
e. Canadian Studies Program	
3. LOWIE MUSEUM OF ANTHROPOLOGY	J. Deetz

F. AREA PROGRAMS-OTHER ORUS

1. EARL WARREN LEGAL INSTITUTE

Japanese-American Comparative
Legal Studies Program

INVENTORY OF PACIFIC RIM PROGRAMS: BERKELEY CAMPUS

II. INTERNATIONAL AND DEVELOPMENT PROGRAMS-BERKELEY

A. UNDERGRADUATE DEGREE PROGRAMS	ADMINISTRATIVE UNIT
1. Development Studies	Group Major, organized through the Institute of International Studies
B. GRADUATE DEGREE PROGRAMS	
C. CONCENTRATIONS OTHER MAJORS	
1. Int'l.Business MBA/PhD	Graduate School of Business Admin.
2. International Finance MBA/PhD	
3. Int'l.Relations BA/MA/PHD	Dept. Political Science
4. Planning for Developing Countries MCP	Dept. City & Regional Planning, School of Environmental Design

E. ORGANIZED RESEARCH UNITS - INTERNATIONAL/DEVELOPMENT	DIRECTOR/CHAIR
1. INSTITUTE OF INTERNATIONAL STUDIES	Carl G. Rosberg
(International Programs)	
a. Berkeley Roundtable on the International Economy (BRIE)	John Zysman
b. US AID Nutrition Collaborative Research Program	

III. SPECIAL LIBRARY & CULTURAL RESOURCES-BERKELEY

1. EAST ASIA LIBRARY	Center for Chinese Studies (461,000 vols)
2. ASIAN -AM. STUDIES LIB.	(16,400 vols)
3. CHICANO STUDIES LIB.	(4,700 vols)
4. INSTITUTE OF INT'L STUDIES LIB.	(12,100 vols)

Table 1. PACIFIC RIM LANGUAGE OFFERINGS: DAVIS

AREA & LANGUAGE	HIGHEST YR TAUGHT	NAME OF DEPARTMENT OR PROGRAM
EAST ASIA		
Chinese -Classical		Oriental Language Program, in Dept. Anthropology
Chinese -Modern	2nd yr.	
Japanese	2nd yr.	
Cantonese		Asian American Studies Program, in College of AES
LATIN AMERICA		
Spanish	3rd yr.	Dept. Spanish & Classics
U.S.S.R		
Russian	3rd yr.	Dept. German & Russian

Table 2. PACIFIC RIM PROGRAMS: DAVIS

I. LANGUAGE AND AREA STUDY PROGRAMS - DAVIS

A. UNDERGRADUATE DEGREE PROGRAMS	ADMINISTRATIVE UNIT
1. EAST ASIAN STUDIES	L&S Program Committee
Emphases: China Japan	
2. RUSSIAN	Dept. German & Russian
3. SPANSIH	Dept. Spanish & Classics
4. MEXICAN-AMERICAN (CHICANO) ST. (Assoc. with UCMEXUS)	L&S Program Committee
Emphases: Humanities Sociology	
B. GRADUATE DEGREE PROGRAMS	
1. RUSSIAN MA	Dept. German & Russian
2. SPANISH MA/PHD	Dept. Spanish & Classics
C. AREA CONCENTRATIONS AND MINORS	
1. INTERNATIONAL RELATIONS	L&S Program Committee
Regional Emphases: East Asia Latin America Soviet Union & Eastern Europe	
2. UNDERGRADUATE MINORS:	
Asian-American Studies	Dept. Applied Behavioral Sci.
East Asian Studies	L&S Program Committee
Oriental Languages & Civilization (by arrangement)	
Spanish	Dept. Spanish & Classics
Mexican-American (Chicano) Studies	L&S Program Committee
Russian	Dept. German & Russian

I. LANGUAGE AND AREA STUDY PROGRAMS - DAVIS

D. ORGANIZED RESEARCH UNITS -

E. UNIVERSITYWIDE CONSORTIA

UC MEXUS-Davis Branch

II. INTERNATIONAL AND DEVELOPMENT PROGRAMS: DAVIS CAMPUS

A. UNDERGRADUATE DEGREES	ADMINISTRATIVE UNIT
1. INTERNATIONAL RELATIONS (See Concentrations for area emphases).	L&S Program Committee
2. INTERNATIONAL AGRICULTURAL DEVELOPMENT B.S.	Coll.AES Dept. Applied. Beh. Sci.
B. GRADUATE DEGREES	
1. INTERNATIONAL AGRICULTURAL DEVELOPMENT M.S.	Graduate Group.

III. SPECIAL LIBRARY AND CULTURAL RESOURCES

IV. PROPOSED DEGREE PROGRAMS AND ORUS

Table 1. PACIFIC RIM LANGUAGE OFFERINGS: IRVINE

AREA & LANGUAGE	HIGHEST YR TAUGHT	NAME OF DEPARTMENT OR PROGRAM
EAST ASIA		
No programs.		
LATIN AMERICA		
Spanish	3rd yr.	Dept. Spanish & Portugese, in School of Humanities
U.S.S.R.		
Russian	4th yr.	Program in Russian, in School of Humanities AND UCI Summer Russian Language Institute and Practicum (3 week total immersion program, all levels)

Table 2. PACIFIC RIM PROGRAMS: IRVINE

I. LANGUAGE AND AREA STUDY PROGRAMS - IRVINE

A. UNDERGRADUATE DEGREE PROGRAMS	ADMINISTRATIVE UNIT
1. SPANISH	School of Humanities
Emphases: Lit. & Culture Linguistics Bilingual-ESL	
2. RUSSIAN	School of Humanities
Emphases: Literature Linguistics	
B. GRADUATE DEGREE PROGRAMS	
1. SPANISH MA/MAT/PhD	School of Humanities

C. AREA/LANGUAGE CONCENTRATIONS, UNDERGRADUATE:

Minors: Spanish
Russian Area St.
Russian Language

D. FOCUSSED RESEARCH PROGRAMS	
1. Mexico/Chicano Research (Associated with UCMEXUS)	Faculty from Schools of Biological and Social Sciences, Humanities, Fine Arts: and Social Ecology Prog

II. INTERNATIONAL AND DEVELOPMENT PROGRAMS

III. SPECIAL LIBRARY AND CULTURAL RESOURCES

IV. PROPOSED DEGREE PROGRAMS AND ORUS:	
1. Center for Mexico/Chicano St. 1985-86.	Proposed branch of proposed UCMEXUS ORU, or independent ORU.
2. Proposed academic minor in Mexico/Chicano Studies.	Various depts.

Table 1. PACIFIC RIM LANGUAGE OFFERINGS: LOS ANGELES

AREA & LANGUAGE	HIGHEST YR TAUGHT	NAME OF DEPARTMENT OR PROGRAM
EAST ASIA		
Chinese -Classical		Dept. East Asian Languages & Cultures
Chinese -Modern	3rd yr.	
Japanese	3rd yr.	
LATIN AMERICA		
Spanish	3rd yr.	Dept. Spanish & Portugese
Quechua (Andean)	1st yr.	Dept. Linguistics
U.S.S.R.		
Russian (and East European languages)	4th yr	Dept. Slavic Languages & Literatures

Table 2. PACIFIC RIM PROGRAMS: LOS ANGELES

I. LANGUAGE AND AREA STUDY PROGRAMS - LOS ANGELES

A. UNDERGRADUATE DEGREE PROGRAMS	ADMINISTRATIVE UNIT
1. CHINESE	Dept. East Asian Languages & Cultures
2. JAPANESE	
3. LINGUISTICS & EAST ASIAN LANGUAGES & CULTURES	
4. EAST ASIAN STUDIES	Interdept. Group
5. SLAVIC LANGUAGES & LITERATURES	Dept. Slavic Languages & Literatures
6. RUSSIAN CIVILIZATION	
7. RUSSIAN LINGUISTICS	
8. SPANISH	Dept. Spanish & Portugese
9. SPANISH & LINGUISTICS	
10. CHICANO STUDIES	Chicano Studies Research Center
11. LATIN AMERICAN STUDIES	Latin American Center

Emphases:

Arts & humanities
Social Sciences
Ecology & environment

I. LANGUAGE AND AREA STUDY PROGRAMS - LOS ANGELES

B. GRADUATE DEGREE PROGRAMS	ADMINISTRATIVE UNIT
1. EAST ASIAN LANGUAGES AND CULTURES MA/C.PHIL/PHD	Dept. East Asian Languages & Cultures.
Emphases: Chinese Language & Lit. Japanese Language & Lit.	
2. ASIAN AMERICAN STUDIES MA	Interdept. Group, supported by the Asian American Studies Ctr.
3. SLAVIC LANGUAGES AND LITERATURES MA/C.PHIL/PHD	Dept. Slavic Languages & Literatures
Emphases: Literature (Russian) Linguistics (Russian) Other Lit. or Lang. (PhD only)	
4. SPANISH MA	Dept. Spanish & Portugese
5. HISPANIC LANGUAGES AND LITERATURES C.PHIL/PHD	
Spanish Emphases (majors): Spanish Linguistics & Philol. Medieval & Renaissance Span.Lit. Golden Age Spanish Lit. 20th C. Spanish lit. Colonial & 19th C. Spanish Lit. 20th C. Spanish-Am. Lit.	
6. LATIN AMERICAN STUDIES MA	Coordinated through Latin American Studies Center
Emphases: 3 fields required: Soc.Sci.,Arts, Professional.	
7. LATIN AMERICAN STUDIES - COOPERATIVE PROGRAMS	Articulated with:
MA-MBA -CONCURRENT	Grad. Schl. Management
MA-MA Arch/Urb. Pl.	Schl. Architecture & Urb. Pl.
MA-MEd. Curriculum	Grad. Schl. Education
MA-MS Engr. (Applied Sci.)	School of Enginerring
MA-MLS Libr. & Info. Sci.	School Lib. & Info Sci.
MA-MPH Public Health	School of Public Health

I. LANGUAGE AND AREA STUDY PROGRAMS-LOS ANGELES

C.JOINT PROGRAMS WITH REGULAR ORGANIZED UNDERGRAD MAJORS:	ADMINISTRATIVE UNIT
1. Asian American Studies	Interdept. Group, supported by the Asian American Studies Ctr.

D. ORGANIZED RESEARCH UNITS - ETHNIC AND AREA STUDIES COMPONENTS	DIRECTOR/CHAIR
1.INSTITUTE OF AMERICAN CULTURES	William Schaefer
Ethnic Centers:	
a. Asian American Studies Ctr.	Lucie Cheng
b. Chicano Studies Research Ctr. (associated with UCMEXUS)	Juan Gomez-Quinones
2. LATIN AMERICAN CENTER (assoicated with UCMEXUS)	Johannes Wilbert
3. CENTER FOR RUSSIAN AND EAST EUROPEAN STUDIES	Andzej Korbonski

E. Other Research organizations	
Center for Pacific Rim Studies	Lucie Cheng.

II. INTERNATIONAL AND DEVELOPMENT PROGRAMS-LOS ANGELES

A. UNDERGRADUATE DEGREE PROGRAMS	ADMINISTRATIVE UNIT
B. GRADUATE DEGREE PROGRAMS	
C. JOINT PROGRAMS WITH REGULAR ORGANIZED UNDERGRAD MAJORS:	
1. International Relations	Special Undergraduate Program
Emphases: Students advised to concentrate disciplinary courses to achieve familiarity with one area, such as Latin America, Soviet sphere, East Asia, Southeast Asia, etc.	
D. INTERNATIONAL CONCENTRATIONS-	
1. Political Science (MA)	Dept. Political Science
International Relations	
2. International Business & Comparative Management, MBA/PhD	Graduate School of Business

III. SPECIAL LIBRARY AND CULTURAL RESOURCES-LOS ANGELES

ORIENTAL LIBRARY

MUSEUM OF CULTURAL HISTORY
(Emphases include Oceania & Latin America)

HANNAH CARTER JAPANESE GARDEN

IV. PROPOSED DEGREE PROGRAMS AND ORUS

Table 1. PACIFIC RIM LANGUAGE OFFERINGS: RIVERSIDE

AREA & LANGUAGE	HIGHEST YR TAUGHT	NAME OF DEPARTMENT OR PROGRAM
EAST ASIA		
Chinese	2nd yr.	Dept. Literatures & Languages
LATIN AMERICA		
Spanish	3rd yr.	Dept. Literaturs & Languages
U.S.S.R.		
Russian	3rd yr.	Dept. Literatures & Languages

Table 2. PACIFIC RIM PROGRAMS: RIVERSIDE

I. LANGUAGE AND AREA STUDY PROGRAMS - RIVERSIDE

A. UNDERGRADUATE DEGREE PROGRAMS	ADMINISTRATIVE UNIT
1. SPANISH	Dept. Literatures & Languages
2. LATIN AMERICAN STUDIES	Program Committee
Option: joint with Chicano St.	
3. CHICANO STUDIES	Program Committee
Options: a. Cooperative with Law & Society b. Joint degree with: Political Science Latin Am.Studies Admin. Studies Anthropoloy Economics History Psychology Sociology Spanish Dance Art Multiple & Single-subject Teaching Credentials.	
4. RUSSIAN STUDIES	Dept. Literatures & Languages
B. GRADUATE DEGREE PROGRAMS	
1. SPANISH MA/PHD	Dept. Literatures & Languages
2. FOREIGN LANGUAGES MA (Spanish major)	
3 EDUCATION & CHICANO ST. MA	

I. LANGUAGE AND AREA STUDY PROGRAMS - RIVERSIDE

C. CONCENTRATIONS/MINORS

1. Chicano Studies
2. Chicano Bilingual-Bicultural St.

D. ORGANIZED RESEARCH	DIRECTOR/CHAIR
1. CENTER FOR SOCIAL & BEHAVIORAL SCIENCE RESEARCH	
Includes an administrative unit: UCR-Mexico Collaborative Research & Training Group (funded by UCMEXUS).	Robert D. Singer
E. UNIVERSITYWIDE CONSORTIA	
1. UCMEXUS - Riverside Branch	Robert D. Singer

II. INTERNATIONAL AND DEVELOPMENT PROGRAMS - RIVERSIDE

A. UNDERGRADUATE DEGREE PROGRAMS ADMINISTRATIVE UNIT

B. GRADUATE DEGREE PROGRAMS

C. CONCENTRATIONS/MINORS

1. International Relations Program Committee

III SPECIAL LIBRARY AND CULTURAL RESOURCES

IV. PROPOSED DEGREE PROGRAMS AND ORUS

1. UCMEXUS - Proposed MultiCampus Research Unit (MRU) 1985-86.

   Proposed conversion of UCMEXUS from a Universitywide Consortium to a MRU, headquartered at UC Riverside.

   Emphases:

   (1) Mexico Studies
   (2) U.S. - Mexican Relations
   (3) Chicano Studies
   (4) Physical, biological, health, agricultural, and marine sciences, with focus on Mexico.

Table 1. PACIFIC RIM LANGUAGE OFFERINGS: SAN DIEGO

AREA & LANGUAGE	HIGHEST YR TAUGHT	NAME OF DEPARTMENT OR PROGRAM
EAST ASIA		
Chinese -Classical		Chinese Studies Program
Chinese -Modern	4th yr.	
Japanese	2nd yr.	
LATIN AMERICA		
Spanish	4th yr. Equiv.	Dept. Linguistics and Dept. Literature
U.S.S.R.		
Russian	4th yr. Equiv.	Dept. Linguistics and Dept. Literature

Table 2. PACIFIC RIM PROGRAMS: SAN DIEGO

I. LANGUAGE AND AREA STUDY PROGRAMS - SAN DIEGO

A. UNDERGRADUATE DEGREE PROGRAMS	ADMINISTRATIVE UNIT
1. CHINESE STUDIES Interdisciplinary; strength in contemporary China; intellectual history; evolution of scientific ideas and technology in premodern China.	Interdept. Committee
2. SPANISH LITERATURE	
3. ~~2.~~ LITERATURE Fields of Concentration include: Primary: Spanish Secondary: Chinese Spanish Russian	Dept. Literature
4 ~~3.~~ CHICANO STUDIES Emphases: History/Chicano St. Literature/Chicano St.	Program Committee. Joint major with a Dept.
5 ~~4.~~ THIRD WORLD STUDIES Emphases: Interdisciplinary, integrates social science/humanities. Departmental majors in humanities or social science.	Program Committee.

B. GRADUATE DEGREE PROGRAMS	
1. SPANISH LITERATURE MA/PHD	Dept. Literature

I. LANGUAGE AND AREA STUDY PROGRAMS - SAN DIEGO

C. ACADEMIC MINORS/CONCENTRATIONS

1. Undergraduate Minors:

   a. Chinese Studies
   b. Literature
   c. Chicano Studies
   d. Third World Studies

2. Undergraduate concentrations:

a. U.S.-Mexican Studies in Pol.Sci.BA.	Dept. Political Science

3. Graduate concentrations

a. Political Science PhD. Special programs in Latin America, with emphasis on Mexico.	Dept. Political Science

D. ORGANIZED RESEARCH UNITS - AREA STUDIES	DIRECTOR/CHAIR
1. CENTER FOR U.S. MEXICAN STUDIES (MEXUS)	Wayne A. Cornelius

Emphases:

Research, training, public service - relations between U.S. and Mexico. Full range of problems and issues.

2. CENTER FOR IBERIAN AND LATIN AMERICAN STUDIES (CILAS)	Michael Monteon (Acting)

Emphases:

Iberia-historical cultures;
Latin America - varied experience;
Chicanos of SW U.S.-past & present;
Borderland - problems of interaction.

II. INTERNATIONAL AND DEVELOPMENT PROGRAMS: SAN DIEGO CAMPUS

A. UNDERGRADUATE DEGREES	ADMINISTRATIVE UNIT
B. GRADUATE DEGREES	
C. CONCENTRATIONS-OTHER MAJORS	
1. International Relations, in Political Science BA	Dept. Political Science

III. SPECIAL LIBRARY AND CULTURAL RESOURCES

Affiliated Unit:

Institute of the Americas

IV PROPOSED DEGREE PROGRAMS AND ORUS:

A. GRADUATE SCHOOL OF PACIFIC INTERNATIONAL RELATIONS	Proposed School
Degrees: M.P.I.R./D.P.I.R.	
Emphases: Fusion of professional and area studies.	
B. JAPANESE STUDIES MA	Proposed Program.
C. INSTITUTE ON GLOBAL CONFLICT AND COOPERATION - PROPOSED MRU	Herbert F. York (Unit exists on interim basis)

Table 2. PACIFIC RIM PROGRAMS: SANTA BARBARA

I. LANGUAGE AND AREA STUDY PROGRAMS - SANTA BARBARA

A. UNDERGRADUATE DEGREE PROGRAMS	ADMINISTRATIVE UNIT
1. CHINESE	Eastern Languages Program, in Dept.Germanic, Oriental, & Slavic Languages & Literatures
Concentrations: Mandarin Classical	
2. ASIAN STUDIES	Interdept. Committee
Emphases: China Japan (India)	
3. SPANISH	Dept. Spanish & Portugese
4. HISPANIC CIVILIZATION	Interdept. Committee
Emphases: Geographical areas, including Latin America.	
5. CHICANO STUDIES	
Emphasis: Pre-professional preparation in social and behavioral sciences, and humanities.	
6. SLAVIC LANGUAGES & LITERATURES	Dept. Germanic & Slavic Languages & Literatures
Emphases: Russian	

I. LANGUAGE AND AREA STUDY PROGRAMS - SANTA BARBARA

B. GRADUATE DEGREES	ADMINISTRATIVE UNIT
1. ASIAN STUDIES MA Emphases: China Japan (India)	Interdept. Committee
2. SPANISH MA/PHD Concentrations: Spanish Lit or Linguistics MA Spanish & Portugese MA Hispanic Lang.& Lit. PhD	Dept. Spanish & Portugese
3. HISPANIC CIVILIZATION MA	Interdept. Committee (Spanish and History)
C. NONDEGREE PROGRAMS	
1. Asian American Studies May be added to a major.	Advisory Committee
D. ORGANIZED RESEARCH UNITS	DIRECTOR/CHAIR
1. CENTER FOR CHICANO STUDIES (Associated with UCMEXUS) Emphases: History and contemporary condition of the Chicano population; special attention to public policy projects.	Juan Vicente

II. INTERNATIONAL AND DEVELOPMENT PROGRAMS - SANTA BARBARA

A. UNDERGRADUATE DEGREES   ADMINISTRATIVE UNIT

B. GRADUATE DEGREES

C. CONCENTRATIONS/MINORS

1. Political Science BA   Dept. Political Science

International Relations Emphasis.

2. Economics MA   Dept. Economics

Option in Business Economics
Exchange Program:

Exchange program between UCSB and Universidad Autonoma de Nuevo Leon (UANL), Monterrey, Mexico. A bilingual, bicultural 2 year program. Similar program planned for Lima, Peru.

D. COMMUNITY AND ORGANIZATION RESEARCH INSTITUTE   Harold L. Votey, Jr.

Emphases:

Basic interdisc. research on societal problems, and:

Coordinates a faculty/student exchange program for students in international business between UCSB and UANL.

III. SPECIAL LIBRARY AND CULTURAL RESOURCES

IV. PROPOSED DEGREE PROGRAMS AND ORUS.

Table 1. PACIFIC RIM LANGUAGE OFFERINGS: SANTA CRUZ

AREA & LANGUAGE	HIGHEST YR TAUGHT	NAME OF DEPARTMENT OR PROGRAM
EAST ASIA		
Chinese	3rd yr.	Languages Program (Non-degree program offering language teaching for the campus)
Japanese	3rd yr.	
LATIN AMERICA		
Spanish	3rd yr.	Languages Program (Non-degree program offering language teaching for the campus)
U.S.S.R.	3rd yr.	Language Program (Non-degree program offering language teaching for the campus)

SPECIAL LANGUAGE PROGRMS
(Other than study abroad)

1. Three quarters in 9 weeks. Intensive instruction, native speakers. Spanish Russian	Summer Language Institute
2. Intensive 4-week program. Spanish-English translation	Summer Translation Institute

Table 1. PACIFIC RIM LANGUAGE OFFERINGS: SANTA BARBARA

AREA & LANGUAGE	HIGHEST YR TAUGHT	NAME OF DEPARTMENT OR PROGRAM
EAST ASIA		
Chinese -Classical		Eastern Languages Program, in
Chinese -Modern	2nd yr.	Dept. Germanic, Oriental, &
Japanese	2nd yr.	Slavic Languages & Literatures
LATIN AMERICA		
Spanish	3rd yr.	Dept. Spanish & Portugese
U.S.S.R.		
Russian	3rd yr.	Dept. Germanic, Oriental & Slavic

Table 2. PACIFIC RIM PROGRAMS: SANTA CRUZ

I. LANGUAGE AND AREA STUDY PROGRAMS - SANTA CRUZ

A. UNDERGRADUATE DEGREE PROGRAMS	ADMINISTRATIVE UNIT
1. LANGUAGE STUDIES BA Language majors include: Chinese Japanese Spanish Russian	Language Studies Major Cmtte. is Admin. unit. Teaching is done by Languages Program.
2. LITERATURE BA Primary literatures include: Spanish lit.	Literature Board
3. LATIN AMERICAN STUDIES BA	Program Committee.
4. INDIVIDUAL MAJORS:	Faculty groups.
a. EAST ASIAN STUDIES Indiv. major; minor. Chinese, Japanese, history, politics, art; Study in China thru Council on Int'l Ed. Exchg.	
b. SOUTH AND SOUTHEAST ASIAN ST. Indiv. or double major. Areas include Insular (Malaysia, Indonesia), and Philippines.	
c. RUSSIAN STUDIES (part of double major).	

B. GRADUATE DEGREE PROGRAMS

C. MINORS/CONCENTRATIONS

East Asian Studies

I. LANGUAGE AND AREA STUDY PROGRAMS - SANTA CRUZ

D. STUDY ABROAD (OTHER THAN EAP)	ADMINISTRATIVE UNIT
1. Merrill College Field Program (Experiential Learning) Full-time field studies related to Latin American Studies and S.&S.E. .Asian Studies; part of coursework for an approved or indiv. major. Affiliated with Volunteers in Asia. Individual placements in Korea, China, Peru, and Mexico.	Merrill College Merrill College emphases include Third World; cross-cultural; foreign students; study abroad. College houses Div. of Soc.Sci. and Experiential Learning Program. Has Chicano Scholarship and other programs to support Latin American Studies.
2. Humanities Division program. Sponsors language study program each Spring in Jalapa, Vera Cruz on gulf of Mexico. Proficiency instruction.	Humanities Division.

E. ORGANIZED RESEARCH UNITS

II. INTERNATIONAL AND DEVELOPMENT PROGRAMS - SANTA CRUZ

III. SPECIAL LIBRARY AND CULTURAL RESOURCES

IV. PROPOSED DEGREE PROGRAMS AND ORUS

INVENTORY OF U.C. PROGRAMS RELATED TO PACIFIC RIM COUNTRIES

APPENDIXES

A. EDUCATION ABROAD STUDY CENTERS:
Programs of Individual Centers

B. U.C. ENROLLMENTS IN PACIFIC RIM EAP STUDY CENTERS, 1984-85

C. U.C. ENROLLMENTS OF STUDENTS FROM PACIFIC RIM COUNTRIES, Fall 1981 & Fall 1984

EDUCATION ABROAD STUDY CENTERS:
Programs of Individual Centers

I. ASIA AND SOUTH PACIFIC

1. University of Beijing

Cooperative program coordinated through Council on International Educational Exchange (CIEE). Terms: Fall or Spring Semester.

Eligibility: Minimum 3 years of Chinese language. Undergraduates and graduates from all disciplines.

Emphases: Improve facility in spoken and written Mandarin Chinese. Insight into Chinese society and culture.

2. University of Nanjing

Cooperative program coordinated through CIEE. Terms: Fall or Spring semester.

Eligibility: Minimum 3 years of Chinese language.

Emphases: Language and area studies program.

3. Chinese University, Hong Kong

Cooperative program with the Yale-China Association. Terms: Academic year.

Eligibility: Knowledge of Chinese not required.

Emphases: Humanities and social sciences; emphasis on Chinese studies. Art studio and music performance courses available. Some courses in English. Students must include 18 units of Mandarin or Cantonese in their annual program.

4. National Chengchi University, Taiwan

Cooperative program with CSU.
Eligibility: Chinese language study required in program; courses taught in Chinese. Other courses in English.

Emphases: Chinese language and culture studies program.

5. International Christian University, Mitaka (Tokyo)

Academic year.

Eligibility: Completion of 1 year of university-level Japanese. Compulsory intensive language course precedes the academic year.

Emphases: Humanities and social sciences, with emphasis on Japanese language, literature and art, as well as focus on problems of the orient, economics and history of the Far East, Oriental philosophy, and political science.
Students must complete 18 units of Japanese language during the year program. A limited number of courses available in English.

6. University of Tsukuba

Open to gradute students only. Major fields of graduate study are available; most UC students will be accepted in the Area Studies program.

Eligibility: Completion of at least 2 years of college-level Japanese.

7. La Trobe University, Melbourne
8. Monash University, Monash
9. University of Melbourne, Melbourne
10. Australian National University, Canberra
11. University of Sydney, Sydney
12. Macquarie University, Sydney

One academic year, commencing in our Winter.

Terms: One academic year, commencing in our winter.

Emphases: Students concentrate on their major or closely allied field.

II. LATIN AMERICA

13. National Autonomous University of Mexico (UNAM), Mexico City

Terms: One Academic year. Students usually enroll in courses offered by the School for Foreign Students; also take courses in the Facultades, regular University courses.

Eligiblity:	Compulsory intensive language program precedes beginning of academic year.
Emphases:	Humanities, social sciences, and art practice. School for Foreign Students offers Latin American art, literature, and history; Mexican and Central American studies, and Spanish language and literature.

13a. Study and Field Experience, Mexico

Terms:	1 quarter, Spring or Fall.
Eligibility:	Completion of 3 quarters Spanish.
Emphases:	General education program with an emphasis on area studies. Study first hand Mexico's people, culture, history, and political and economic structures. Includes intensive language study, and a course taught in English on contemporary Mexico. Course includes 5 weeks work experience in rural

14. La Catolica, Lima

Sponsored by the Peru Consortium, University of Indiana and a number of California universities. Terms: One academic year.

Eligibility:	A compulsory intensive language courses precedes the academic year. All courses are taught in Spanish.
Purposes:	Humanities and social sciencs. Special emphases are anthropology, archaeology, and ethnohistory.

III. SOVIET UNION

15. Leningrad State University, Leningrad

Cooperative program through CIEE.

Terms: Four months, Spring or Fall, or 1 academic year.

Eligibility: 3 years of Russian at University level required.

Emphases: Russian language and civilization only.

Pacific Rim Inventory Appendix B prxb
Enrollments in Education Abroad Study Centers

UC ENROLLMENTS IN PACIFIC RIM EAP STUDY CENTERS, 1984-85

EAP STUDY CENTER:	UC TOTAL	U C CAMPUS B	D	I	LA	R	SD	SB	SC
China & Taiwan:									
Beijing	3	3							
Hong Kong	5	2	1		1			1	
Taiwan	1	1							
Japan									
Tokyo	30	11	5	1	7		3	3	
Australia									
Canberra	6	2		1			1	1	1
Deakin	1							1	
La Trobe	5			2			2	1	
MacQuarie	5		1				1	1	2
Melbourne	5		1			1		2	1
Monash	5	1	1		2				1
Sydney	3		1	1				1	
Peru									
Lima	7		1		2		2		2
Mexico									
Mexico City (Sem.)	30	2	8	2	1	1	2	3	11
(Yr.)	17	4		1	3	3	2		4
TOTAL PACIFIC RIM	123	26	19	8	16	5	13	14	22

Source: Education Abroad Program

UC ENROLLMENTS OF STUDENTS FROM PACIFIC RIM COUNTRIES, F1981 & F1984

	UNIV.TOTAL		1984 BY CAMPUS								
COUNTRY	1981	1984	UCB	UCD	UCI	UCLA	UCR	UCSD	UCSB	UCSC	UCSF
China	136	388	129	53	9	87	11	53	36	7	3
Hong Kong	309	253	174	31	14	83	9	35	16	9	12
Taiwan	724	920	326	57	67	239	42	40	111	5	33
Japan	386	346	110	41	23	101	7	27	22	12	3
S.Korea	190	424	210	39	23	106	3	3	31	5	4
N.Korea	2	22	3	0	0	0	0	0	19	0	0
Philippns	61	95	32	16	15	19	2	3	4	2	2
N.Guinea	2	2	1	1	0	0	0	0	0	0	0
Indonesia	91	129	31	16	27	21	5	14	6	8	1
Fiji	2	1	1	0	0	0	0	0	0	0	0
Singapore	55	90	50	6	11	13	0	7	1	2	0
Malaysia	58	76	29	9	10	10	4	4	6	3	1
Thailand	44	48	14	6	5	6	4	5	5	2	1
Vietnam	91	107	61	1	0	1	1	29	12	2	0
Australia	56	58	18	10	1	15	1	2	6	2	3
N.Zealand	21	23	10	5	1	4	0	0	1	1	1
Chile	49	65	17	16	3	21	0	2	1	4	1
Peru	13	21	12	3	1	2	0	1	2	0	0
Ecuador	12	11	3	2	2	2	0	2	0	0	0
Colombia	26	36	10	10	2	5	3	2	2	0	2
Panama	7	11	2	2	1	4	0	2	0	0	0
Csta Rica	11	24	10	4	1	7	0	1	0	1	0
Nicaragua	4	4	1	2	0	0	0	0	1	0	0
El Slvdor	5	7	2	1	0	3	1	0	0	0	0
Guatemala	8	11	3	3	0	3	1	1	0	0	0
Mexico	152	172	39	27	10	38	10	27	14	6	1
Canada	234	364	153	29	13	79	9	38	24	3	16
U.S.S.R.	13	6	6	0	0	0	0	0	0	0	0
SUBTOTAL PAC.RIM	2762	3714	1457	390	239	869	113	298	320	74	84
TOTAL FOREIGN	6562	6718	2372	785	495	1442	225	537	609	152	101
PACRIM %	42%	55%	61%	50%	48%	60%	50%	55%	53%	49%	83%

Source: IS&S Corporate Student Data Base. Students are classified by home residence address.

EDUCATION ABROAD MAJORS BY DISCIPLINE, 1984-85

prxd

		STUDY CENTER LOCATION						
DISCIPLINE	TOTAL	MEXICO	PERU	AUSTRALIA	TOKYO	HONG KONG	BEIJING	TAIWAN
Languages	18.5	9.5	1.5	0.0	6.0	0.0	1.0	0.5
Area Studies	12.0	6.5	1.5	0.0	4.0	0.0	0.0	0.0
Social Sci.	51.5	18.5	2.5	16.0	8.5	4.0	2.0	0.0
Arts & Hum.	16.5	7.5	0.5	4.5	4.0	0.0	0.0	0.0
Science	17.5	2.5	1.0	9.0	4.5	0.0	0.0	0.5
Professional	3.0	1.5	0.0	0.5	0.0	1.0	0.0	0.0
Undeclared	4.0	1.0	0.0	0.0	3.0	0.0	0.0	0.0
Total	123.0	47.0	7.0	30.0	30.0	5.0	3.0	1.0

MAJORS WITH 5 OR MORE ENROLLMENTS:	ALL CENTERS:
Political Science, Int'l. Rels.	14.5
English	8.5
Economics, Business Econ.	8.0
Spanish	7.0
Psychology	7.0
Japanese	6.0
Anthropology	5.5
Biological Sciences	5.5
Latin American Studies	5.0
History	5.0
Total	72.0

Double Majors count as .5 for each major.

Source: Education Abroad Program

ATTACHMENT 2

February 7, 1986

Mr. Robert T. Monagan, President
California Economic Development Corporation
1121 L Street, Suite 302
Sacramento, California 95814

Dear Bob:

By way of responding to the section of the Pacific Rim Task Force Report that deals with education at the University of California, I am pleased to enclose some detailed comments which my staff has prepared about current and planned education programs. Assistant Vice President Calvin Moore of my staff attended the recent workshop in San Francisco which was convened to discuss the report, and many of the comments that follow are his.

The draft report is based almost entirely on an inventory of the special programs in the University that offer academic degrees in language and area studies, and the enrollments cited include only students who are working toward degrees in those specializations. Although those data are useful for many purposes, they portray only a part of the diverse instruction the University offers concerning the Pacific Rim. Many more students are exposed to a variety of courses about the Pacific Rim while majoring in other disciplines than are those preparing to become language and area study specialists. Education about the Pacific Rim is therefore more diverse and far more widely diffused throughout the University's curricula than is indicated in the draft report. Other components of the University's activities in the Pacific Rim include the long-established Institute of East Asian Studies on the Berkeley campus and the newly created Center for Pacific Rim Studies on the Los Angeles campus.

In addition to its diversity of current instructional offerings, the University is developing three major new

Pacific Rim program initiatives, all of which have received full or partial support in the Governor's Budget for 1986-87. The new initiatives, also described in the staff comments, include the University's new professional school, the Graduate School of International Relations and Pacific Studies, on the San Diego campus; expansion of the Education Abroad Program; and a University-wide Pacific Rim Research Program.

We appreciate having the opportunity to comment on the draft, and look forward to seeing the Report.

With best regards, I am,

Sincerely,

/s/ David P. Gardner

David Pierpont Gardner

Enclosure

cc: Vice President William R. Frazer
Vice President William B. Baker
Assistant Vice President Calvin Moore
Project Director Isabella Koliszczak
Director Stephen Arditti
bcc: Special Assistant Shaw
Director Jegers
✓Analyst Scudder

Staff Comment on Pacific Rim Task Force Report, Section on Education at the University of California

The data on which the draft section on Pacific Rim education at the University of California was based are insufficient to describe the true diversity of Pacific Rim instruction and research activity at the University. The report reflects the fact that its sources were limited to the University's inventory of degree programs and Organized research Units in Pacific Rim languages and Area Studies, and the enrollments only of students who are working toward academic degrees in those specializations.

In fact, however, the University currently has a broad spectrum of educational offerings pertaining to the Pacific Rim that are integral parts of other curricula. Many more faculty and students are engaged in teaching and learning about the Pacific Rim through courses offered in a range of other degree programs. Hundreds of students who are not majoring in languages or area studies are nevertheless being educated through courses and research seminars about the languages, history, politics, economics and other areas of knowledge about the Pacific Rim countries and regions. We have put together some descriptive material about curricula and courses that illustrates the wealth of current educational activity, which is attached to this commentary. We must emphasize that our data are not comprehensive in their coverage of campuses or of disciplines and courses that pertain to or are applicable to the Pacific Rim. In particular, we did not attempt to identify geographic aspects of curricula and courses that are primarily international in orientation, or whose primary foci are on development, industrialization, etc.

In Attachment A, we offer examples of Pacific Rim area courses that are subfields within the curricula of two central academic disciplines, at the Berkeley and Los Angeles campuses. Example # 1 is for History. Example # 2 is for Political Science.

The History Departments at Berkeley and Los Angeles offer undergraduate course clusters and graduate concentrations in Asian or Latin American History. It is possible for a student to take courses in Chinese or Japanese history, for example at the introductory lower division level. A range of more specialized topics in Chinese or Japanese (or Southeast Asian) history is offered at the upper division level. These courses are taken by both undergraduate and graduate students. The courses embrace social, economic, intellectual, political and diplomatic history, for example. It is thus possible for undergraduates in almost any major to become acquainted with Asia or Latin America through introductory History courses. The undergraduate pursuing a baccalaureate in History can acquire a substantial amount of knowledge about these areas. At the graduate level, history majors can acquire specializations in Asian or Latin American history through advanced courses and research seminars.

The Political Science Departments at Berkeley and Los Angeles offer undergraduate and graduate concentrations in Asian and Latin American area studies. As the curricula in Example # 2 indicate, the politics and economics of China or Japan are offered for study in a variety of courses. Area studies per se are not the only portions of the Political Science curricula in which students can acquire knowledge of Pacific Rim areas and countries. The departments offer other concentrations in Comparative Politics, and International Relations which would include content applicable to the area. As in the History example, an undergraduate student has the opportunity to acquire a considerable amount of familiarity with the Pacific Rim while working toward a baccalaureate in Political Science, and the graduate student working toward a doctorate in Political Science can acquire specialized background about areas in the Pacific Rim.

In Attachment B, we present detailed data about courses recently taught and the numbers of students enrolled in them, for several departments at the Los Angeles campus. The data pertain to the Departments of East Asian Languages and Cultures, Economics, Geography, History, Political Science, and Sociology. These core fields serve majors in many academic departments and professional schools across the Los Angeles campus.

The course enrollment data illustrate very dramatically the fact that many more students receive some instruction in skills and disciplines relevant to Pacific Rim matter than actually pursue language and area studies degrees. A few examples of recent class enrollments on the Los Angeles campus alone make the point.

--Over 200 students enrolled in first quarter Modern Japanese language instruction in the Fall of 1984.

--The Department of East Asian Languages and Cultures had more than 1500 enrollments in courses during 1984-85.

--The History Department introduced 130-140 students to Chinese and Japanese history in each of two lower division courses.

--Nearly 90 students took an upper division history course on the History of Modern Japan.

--Over 160 students were introduced to the History of Central America in one course.

--Political Science courses in International Relations or Government and Politics of China, Japan, and Latin America enrolled over 100 students each.

The curricula and course enrollment data verify that University of California students have many avenues open to them to learn the disciplinary perspectives ,and to acquire analytical and language skills applicable to the Pacific Rim in the core curriculum. The enrollment figures show that the University diffuses knowledge about the Pacific Rim to a large number of students in a variety of educational settings, ranging from introductory classes to specialized courses to undergraduate and graduate research seminars.

New Initiatives: Graduate School of International Relations and Pacific Studies, San Diego Campus

One of the University's major new academic intiatives concerning the Pacific Rim is the newly established Graduate School of International Relations and Pacific Studies at the San Diego Campus. One of the primary purposes of the new School is to bring together in new ways many of the disciplinary areas which, in the examples given above, are diffused across many academic departments at other campuses.

In January, 1986, The Regents of the University of California approved establishment of the Graduate School of International Relations and Pacific Studies, the first professional school of international relations in the U.C. system. The School seeks to create a distinctive fusion among the professions and disciplines--elements of management and business, of international relations and economics, of science, medicine, and engineering, of history, culture and language--pertinent to training and research on the Pacific region.

The School will provide professional training for careers in the Pacific Basin in government, business, finance, foundations, journalism, international organizations, research, and consulting.

The School will conduct research to develop understanding of the region as a whole as well as the human and physical elements within it. Research activities will focus on key areas such as trade, security, technology, and development and will address economic, political, social and cultural issues confronting nations in the Pacific Basin.

The School will provide the public with better information and opportunities for contact between Californians and the other peoples of the Pacific region. Public outreach will include briefing sessions, meetings, public lectures, community oriented publications, and programs for primary and secondary schools.

The School was established effective February 1, 1986. Enrollment will commence in 1987-88, and is planned to reach 400 graduate and postgraduate students by 1991-92.

New Initiatives: The Center for Pacific Rim Studies, Los Angeles Campus

The Center for Pacific Rim Studies was formally initiated in July, 1985, at the Los Angeles campus, under the aegis of the campus Office of International Studies and Overseas Programs. The new center, which is not a formal Organized Research Unit, receives core support from the campus. The center was created to bring a unified, multidisciplinary, and issue-oriented approach to the common concerns of the peoples of the Pacific Rim. Its agenda includes the sponsorship and publication of research, the organization of conferences, the development of curricula, and support of cooperative study of major Pacific Rim issues by scholars, public officials, and business, media, and community leaders from the region. The Center also administers a number of bilateral programs for faculty and student exchange, joint research, and institutional development, including the China Exchange Program, the Korea Program, and the Singapore Linkage Program. The subject areas involved range from fine arts, humanities, social sciences, and hard sciences, to law and management. The Center expects to develop additional echange programs with other countries and institutions. The Director of the Center for Pacific Rim Studies is Lucie Cheng, Professor of Sociology and Director of the Asian-American Studies Center at the Los Angeles campus.

New Initiatives: Universitywide Pacific Rim Research Program

The University will establish a new, comprehensive, Universitywide research program focusing on the Pacific Rim region and drawing on the research resources of the University campuses. The program is supported in the Governor's budget for 1986-87. A planning committee has been appointed and will begin developing a research plan in February 1986.

New Initiatives: Expansion of Education Abroad Program

The University plans a significant expansion of opportunities for University students to study the languages of Pacific Rim countries and, in some cases to combine language study with academic work in such fields as business, computer science, engineering, and natural sciences. By 1988-89, the programs the University is developing will allow nearly a quadrupling of U.C. enrollment in Pacific Rim countries, from 123 currently, to more than 450 students, and will allow U.C. students to study in eight additional Pacific Rim countries. We currently offer education abroad experiences in China, Japan, Australia, Peru, and Mexico. By 1988-89, we hope to have additional centers that will strengthen our presence in China and Japan, and will create new study opportunities in Korea, Southeast Asia (including Indonesia, Malaysia, Singapore and Thailand), New Zealand, Costa Rica, and Canada. The new programs provide for exchange of students and a limited number of faculty. For 1986-87, the University has completed arrangements for a U.C. Center at Peking University in Beijing that will accommodate 30 U.C. students in Chinese language study. We hope to complete arrangements, despite the earthquake, for a new intensive language program for 30 U.C. students in Mexico, and we will make a modest addition to our programs in Australia.

The University's current offerings and the new initiatives that are being started and will be developed over the next few years combine to make the University of California an enormously strong and varied resource to the State of California as it enters a period dominated by economic, social and cultural internationalization, and increasingly complex interactions with the rest of the Pacific Rim. We hope the materials provided in this staff comment convey more completely the University's activities pertaining to the Pacific Rim.

Attachment A

EXAMPLES OF PACIFIC RIM AREA COURSES IN UNIVERSITY OF CALIFORNIA DISCIPLINES OTHER THAN LANGUAGE AND AREA STUDIES

EXAMPLE # 1. HISTORY

A. The U.C. Berkeley Department of History offers undergraduate and graduate courses in the history of all major areas of the world, including Asia and Latin America. Taken together, the area courses form concentrations. The progression of (SEMESTER) courses from lower division to upper division to graduate are listed below.

ASIAN HISTORY

Lower Division:

9 Asian History:
  A China
  B Japan

Upper Division:

103F Proseminar, Asia

110 Inner Asia (Nomadic)
116 China:
  A Early China
  B Middle China
  C Modern China
117 Topics in Chinese History:
  A Social History of China
  B Modern Chinese Intellectual History
118 Japan:
  A Archaeological Period to 1800
  B 1800 to the Present
119 Topics in Japanese History:
  A Social History of Japan
  B Economic History of Japan
161 Emergence of Modern Industrial Societies-U.S., Europe, Japan.

Graduate:

275 Core Courses in the Fields of History: (may be repeated)
  F Asia

280 Advanced Studies:
  F Asia - for M.A. candidates
  G Asia - for Ph.D. candidates

285 Research Seminars:
  F Asia

LATIN AMERICAN HISTORY

Lower Division:

8 Latin American History:
  A Colonial
  B National

Upper Division:

103E Proseminar, Latin America

140 Mexico - colonial to present
141 Social History of Latin America
  A Institutional Framework
  B The Rise of Export Economies
142 The Andean Region

Graduate:

275 Core Courses in the Fields of History: (may be repeated)
  E Latin America

280 Advanced Studies:
  E Latin America

285 Research Seminars:
  E Latin America

EXAMPLES OF PACIFIC RIM AREA COURSES IN UNIVERSITY OF CALIFORNIA DISCIPLINES OTHER THAN LANGUAGE AND AREA STUDIES

EXAMPLE # 1. HISTORY

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ASIAN HISTORY

Lower Division:

9 Asian History:
  A China
  B Japan

Upper Division:

103F Proseminar, Asia

110 Inner Asia (Nomadic)
116 China:
  A Early China
  B Middle China
  C Modern China
117 Topics in Chinese History:
  A Social History of China
  B Modern Chinese Intellectual History
118 Japan:
  A Archaeological Period to 1800
  B 1800 to the Present
119 Topics in Japanese History:
  A Social History of Japan
  B Economic History of Japan
161 Emergence of Modern Industrial Societies-U.S., Europe, Japan.

Graduate:

275 Core Courses in the Fields of History: (may be repeated)
  F Asia

280 Advanced Studies:
  F Asia - for M.A. candidates
  G Asia - for Ph.D. candidates

285 Research Seminars:
  F Asia

LATIN AMERICAN HISTORY

Lower Division:

8 Latin American History:
  A Colonial
  B National

Upper Division:

103E Proseminar, Latin America

140 Mexico - colonial to present
141 Social History of Latin America
  A Institutional Framework
  B The Rise of Export Economies
142 The Andean Region

Graduate:

275 Core Courses in the Fields of History: (may be repeated)
  E Latin America

280 Advanced Studies:
  E Latin America

285 Research Seminars:
  E Latin America

EXAMPLE # 1. HISTORY

B. The U.C. Los Angeles Department of History offers undergraduate and graduate courses in the history of all major areas of the world, including Asia and Latin America. Taken together, the area courses form concentrations. The progression of (QUARTER) courses from lower division to upper division to graduate are listed below.

ASIAN HISTORY

Lower Division:

9 Intro. to Asian Civilization
B. China, Survey of History
C. Japan, Survey of History

Upper Division:

182 China:
    A To 900
    B 900 to 1500
    C 1500 to 1800
183 Modern China, 1840-1920
184 The Chinese Revolution
186 Diplomatic History of the Far East
187 Japan:
    A Ancient Prehistory to 1600
    B Early Modern, 1600 to 1868
    C Modern, 1868 to Present
190 Southeast Asia:
    A Early History
    B SE Asia since 1815

Graduate:

200 Advanced Historiography:
    L China
    M Japan
    T Southeast Asia

Seminars:

282 A-B-C Chinese Hist.
285 A-B Modern Japanese Hist.
[illegible]9 A-B Southeast Asian Hist.

LATIN AMERICAN HISTORY

Lower Division:

8 Latin American History:
    A Reform and Revolution
    B Social History
    C. Central America: The Struggle for Change

Upper Division:

165A Colonial Latin America
165B Colonial Latin America
165C Indians of Colonial Mexico
166 Latin America in the 19th C.
167A Latin America in the 20th C.
167B Latin America in the 20th C.
167C Latin America in the 20th C.
168 History of Latin American Int'l Relations
169 Latin American Elitelore
170A Latin American Cultural History
170B The Classic Travel Accounts of Latin America since 1735
171 Mexican Revolution since 1910

Graduate:

200 Advanced Historiography:
    I Latin America

Seminars:

266A-B Colonial Latin American Hist.
267A-B Latin Am. Hist., 19th-20th C.
M268A-B Seminar in Recent Latin Am. Hist.
M265 Latin Am. Research Resources

EXAMPLES OF PACIFIC RIM AREA COURSES IN UNIVERSITY OF CALIFORNIA DISCIPLINES OTHER THAN LANGUAGE AND AREA STUDIES

EXAMPLE # 2. POLITICAL SCIENCE

A. The U.C. Berkeley campus Department of Political Science offers undergraduate and graduate courses in several areas of concentration, including International Relations, Comparative Politics, and Area Studies, among others The following list covers only courses offered in the Area Studies concentration that pertain to the Pacific Rim. (SEMESTER COURSES).

ASIAN AREA COURSES

Upper Division:

143A-B Northeast Asian Politics
143-C Southeast Asian Politics
143D Policy Problems of Southeast Asia

Graduate courses & Seminars:

243A Chinese Domestic and Foreign Policies

243B Japanese and Korean Domestic - Foreign Policies

244A China - Analysis of the Politics of China

244B China - Analyis of Politics of People's Republic

244C The Chinese Revolution

244D State and Economy in Japan

245B Southeast Asian Politics

LATIN AMERICAN AREA COURSES

Upper Division:

148A-B Latin American Politics

Graduate Courses & Seminars:

248A-B Latin American Politics

EXAMPLE # 2. POLITICAL SCIENCE

B. The U.C. Los Angeles campus Department of Political Science offers undergraduate and graduate courses in several areas of concentration, including International Relations, and Comparative Politics, among others. Undergraduate courses pertaining to Pacific Rim areas are offered within these concentrations. At the graduate level, a series of departmental seminars in Regional and Area Political Studies are offered. The following list covers only courses related to Pacific rim areas. (QUARTER COURSES).

ASIAN AREA COURSES

Upper Division:

135 Int'l. Relations of China
136 Int'l Relations of Japan
159 Chinese Gov't. and Politics
160 Japanese Gov't. & Politics
161 Gov't. & Politics in Southeast Asia

Graduate Seminars in Regional and Area Political Studies:

C250C Chinese & East Asian Studies
C250D Japanese & Western Pacific Studies
C250J Southeast Asian Studies

LATIN AMERICAN AREA COURSES

Upper Division:

130 Politics of Latin American Economic Development
131 Latin American Int'l. Relations
163A-B Gov't & Politics in Latin America

Graduate Seminars in Regional and Area Political Studies:

C250A Latin American Studies

Attachment B

ENROLLMENTS IN SELECTED COURSES RELATED TO THE PACIFIC RIM IN SELECTED DEPARTMENTS AT U.C. LOS ANGELES, 1984-85

College of L & S: Department	Course Number and Name	Quarter Offered	Students Enrolled
East Asian Languages & Cultures	1A Elementary Modern Chinese	F 84	53
	1B Elementary Modern Chinese	W 85	43
	1C Elementary Modern Chinese	S 85	28
	2A for Speakers of Dialects	F 84	21
	2B for Speakers of Dialects	W 85	10
	2C for Speakers of Dialects	S 85	9
	9A Elem. Modern Japanese	F 84	217
	9B Elem. Modern Japanese	W 85	151
	9C Elem. Modern Japanese	S 85	120
	11A Int. Modern Chinese	F 84	26
	11B Int. Modern Chinese	W 85	22
	11C Int. Modern Chinese	S 85	23
	15A Int. Spoken Japanese	F 84	13
	15B Int.. Spoken Japanese	W 85	12
	15C Int. Spoken Japanese	S 85	8
	19A Int. Modern Japanese	F 84	64
	19B Int. Modern Japanese	W 85	42
	19C Int. Modern Japanese	S 85	34
	40A Chinese Civilization	W 85	120
	40B Japanese Civilization	S 85	90
	42 Japanese Culture	S 85	42
	119A Advanced Modern Japanese	F 84	24
	119B Advanced Modern Japanese	W 85	18
	121A Advanced Modern Chinese	F 84	22
	121B Advanced Modern Chinese	W 85	25
	121C Advanced Modern Chinese	S 85	22
	122B Modern Chinese Lit.	S 85	30
	124A Readings-Nationalist	F 84	26
	124B Readings-Polit., Military	W 85	37
	124C Readings-Economic, Educ.	S 85	34
	135 Buddhist Themes, Asian Lit.	F 84	19
	141B Japanese Lit. in Transl.	S 85	37
	142A Readings-Japanese Family	S 85	8
	145 Readings-Modern Japanese	S 85	8
	163A Readings-Chinese Lit.	F 84	21
	163B Readings-Chinese Lit.	W 85	6
	163C Readings-Chinese Lit.	S 85	15
	183 Intro. to Chinese Thought	W 85	12
	184 Intro. to Japanese Thought	S 85	30
	199 Special Studies	F 84	2
	199 Special Studies	W 85	5
	199 Special Studies	S 85	7
	245 Seminar-Modern Japanese Lit.	S 85	3
	251 Seminar-Modern Chinese Lit.	F 84	3

ENROLLMENTS IN SELECTED COURSES RELATED TO THE PACIFIC RIM
IN SELECTED DEPARTMENTS AT U.C. LOS ANGELES, 1984-85 P. 2

College of L & S: Department	Course Number and Name	Quarter Offered	Students Enrolled
Economics	110 Economic Problems of Under-developed countries	S 85	86
	111 Theories of Economic Growth and Development	W 85	108
	191 Int'l. Trade Theory	F 84	134
	191 Int'l. Trade Theory	W 85	108
Geography	121 Conservation of Resources: Underdeveloped World	F 84	38
	186 Contemporary China	F 84	42
	282 Seminar-South America	S 85	4
History	Asian History:		
	9B China	W 85	132
	9C Japan	S 85	143
	184 The Chinese Revolution	W 85	32
	187C Modern Japan	W 85	86
	190B SE Asia since 1815	W 85	43
	193B Religions, SE Asia	W 85	30
	193C Religions, SE Asia	W 86	20
	197E UG Seminar-Westerners in Meiji Japan	F 85	12
	197M UG Seminar-Vietnam,20th C.	F 85	12
	201M Seminar-Japan	F 85	6
	201T Seminar-SE Asia	F 85	1
	282A Seminar-Chinese History	F 83	2
	282B Seminar-Chinese History	W 84	4
	282C Seminar-Chinese History	S 84	4
	M289A SE Asian History	F 84	3
	M289B SE Asian History	W 85	2
	Latin American History:		
	8A Reform and Revolution	F 84	138
	8B Social History	S 85	132
	8C Central America	W 85	161
	167A Latin Am.-20th C.	S 85	42
	167B Latin Am.-20th C.	S 84	40
	168 Latin Am. Int'l. Rels.	S 85	61
	169 Latin Am. Elitelore	F 85	33
	171 Mex. Revolution since 1910	W 85	42
	197P UG Seminar Lat.Am. Economic History	F 85	4
	197G UG Seminar Early Mex/Peru	W 86	5

ENROLLMENTS IN SELECTED COURSES RELATED TO THE PACIFIC RIM IN SELECTED DEPARTMENTS AT U.C. LOS ANGELES, 1964-85 P. 3

College of L & S: Department	Course Number and Name	Quarter Offered	Students Enrolled
History, cont'd.			
	201I Seminar-Lat.Am.(3 sections)	F 85	27
	201I Seminar Lat.Am.	W 86	4
	M265 Lat.Am. Research Resources	F 85	6
	M268A Seminar-Recent Hist.	F 84	7
	M268B Seminar-Recent Hist.	W 85	9
	Canadian, Australian History:		
	143 Canada	S 85	57
	144 Australia	F 84	80
	Diplomatic Hist., incl. Pacific		
	152B Am. Dipl. Hist.-20th C.	S 85	219
Political Science	131 Latin Am. Int'l. Relations	W 85	129
	136 Int'l. Relations of Japan	S 85	113
	159 Chinese Gov't. & Politics	F 85	138
	160 Japanese Gov't. & Politics	F 84	118
	161 Gov't.& Politics in SE Asia	S 85	49
	163A Gov't.& Politics in Lat.Am.	F 84	109
	163B Gov't.& Politics in Lat.Am.	W 85	111
	C197D UG Seminar-Japan Politics	W 86	7
	C250A Seminar-Lat. Am. Studies	S 85	14
	C250D Seminar- Japanese and Western Pacific Studies	W 85	2
Sociology	131 Latin American Societies	F 84	38
	276 Seminar-Selected Topics in Sociology of East Asia	S 85	4

ATTACHMENT 3

February 10, 1986

The Honorable Tom Hayden
Member of the Assembly
State Capitol
Sacramento, California 95814

Dear Tom:

Thank you for your letter of January 9, 1986, and for sending me a copy of your article, "Our Language, Learning Gap in the Pacific," as well as a copy of your Resolution, ACR 82.

In response to your request, I am pleased to enclose a copy of "Inventory of University of California Programs Related to the Pacific Rim, 1984-85," which includes current degree programs and Organized Research Units, and a copy of the Inventory's Preliminary Update, July 1985-January 1986. As you will see, the update includes some important recent additions to our current offerings and reflects new initiatives that are being developed by both my office and individual campuses.

As you may know, the 1986-87 Regents' budget includes funding requests for three major new Pacific Rim program initiatives, all of which have received full or partial support in the Governor's budget. They are as follows:

- The Graduate School of International Relations and Pacific Studies. At its January 1986 meeting, the Board of Regents approved the establishment of this School on the San Diego campus. Our request for funding of preliminary working drawings for a building to house the school was supported in the Governor's budget, and a campus steering committee is recruiting for a permanent Dean of the School and working on developing the School's curriculum.

- Pacific Rim Research. The Governor's budget supports $250,000 of the $1 million requested in the Regents' budget to establish a new, comprehensive, University-wide research program focusing on the Pacific Rim region. A committee of one faculty member from each of our campuses has been appointed to develop a research plan, and is expected to begin its work this month.

- Education Abroad Programs. We plan a significant expansion of our EAP programs over the next three years, so that University students can study the languages of Pacific Rim countries and, in some cases, combine language study with academic work in such fields as business, computer science, engineering, and natural sciences. We currently offer education abroad experiences in China, Japan, Australia, Peru, and Mexico. By 1988-89, we hope to have additional centers in China and Japan, and to create new study opportunities in Korea, Southeast Asia (including Indonesia, Malaysia, Singapore, and Thailand), New Zealand, Costa Rica, and Canada. The new programs provide for student exchanges and for a limited number of faculty exchanges. Therefore, by 1988-89, the programs we are developing will allow UC enrollment in Pacific Rim countries to increase from 123 students to more than 450 students, and will also allow UC students to study in eight additional Pacific Rim countries.

  For 1986-87, we have already completed arrangements for a UC Center at Beijing University in Beijing that will accommodate 30 UC students in Chinese language study. Also, we hope to complete arrangements for a new intensive language program for 30 UC students in Mexico, and we will make a modest addition to our programs in Australia. Our requests for funds for scholarships and faculty exchange in 1986-87 were supported in the Governor's budget.

I hope that this information will be useful, and that you will let me know if you need anything more.

With best regards, I am,

Sincerely,

/s/ David P. Gardner

David Pierpont Gardner

Enclosure

cc: Vice President William R. Frazer
Vice President William B. Baker
Assistant Vice President Calvin Moore
Director Stephen Arditti

ATTACHMENT

Inventory of University of California Programs
Related to the Pacific Rim, 1984-85
Preliminary Update, July 1985-January 1986

I. NEW ACADEMIC UNITS ESTABLISHED

Graduate School of International Relations and Pacific Studies, San Diego campus

Established effective February 1, 1986

In January, 1986, the Regents of the University of California approved establishment of the Graduate School of International Relations and Pacific Studies, the first professional school of international relations in the U.C. system. The School seeks to create a distinctive fusion among the professions and disciplines -- elements of management and business, of international relations and economics, of science, medicine, and engineering, of history, culture and language -- pertinent to training and research on the Pacific region.

The School will provide professional training for careers in the Pacific Basin in government, business, finance, foundations, journalism, international organizations, research, and consulting.

The School will conduct research to develop understanding of the region as a whole as well as the human and physical elements within it. Research activities will focus on key areas such as trade, security, technology, and development and will address economic, political, social and cultural issues confronting nations in the Pacific Basin.

The School will provide the public with better information and opportunities for contact between Californians and the other peoples of the Pacific region. Public outreach will include briefing sessions, meetings, public lectures, community oriented publications, and programs for primary and secondary schools.

Enrollment will commence in 1987-88, and is planned to reach 400 graduate and postgraduate students by 1991-92.

II. NEW DEGREE PROGRAMS APPROVED

None betweem July 1985 and January 1986.

III. NEW ORGANIZED RESEARCH UNITS APPROVED

None between July 1985 and January 1986.

IV. NEW RESEARCH CENTERS ESTABLISHED (Non-ORU's)

The Center for Pacific Rim Studies was formally initiated in July, 1985, at the Los Angeles campus, under the aegis of the campus Office of International Studies and Overseas Programs. The new center, which is not a formal Organized Research Unit, receives core support from the campus. The center was created to bring a unified, multidisciplinary, and issue-oriented approach to the common concerns of the peoples of the Pacific Rim. Its agenda includes the sponsorship and publication of research, the organization of conferences, the development of curricula, and support of cooperative study of major Pacific Rim issues by scholars, public officials, and business, media, and community leaders from the region. The Canter also administers a number of bilateral programs for faculty and student exchange, joint research, and institutional development, including the China Exchange Program, the Korea Program, and the Singapore Linkage Program. The subject areas involved ranges from fine arts, humanities, social sciences, and hard sciences, to law and management. The Center expects to develop additional exchange programs with other countries and institutions.

VI. PROPOSED NEW ACADEMIC PROGRAMS UNDER DEVELOPMENT AT CAMPUSES

--Degree program in Japanese Studies, San Diego campus

VII. PROPOSED NEW ORGANIZED RESEARCH UNITS UNDER DEVELOPMENT AT CAMPUSES

--Mexico/Chicano Area Studies, ORU, Irvine
--UC Mexus, MRU, Riverside (The UC Mexus Consortium is headquartered at Riverside).

VIII. EXAMPLES OF RESEARCH PROGRAMS BEING DEVELOPED AT CAMPUSES

-- Studies of regional macroeconomic and political trends and security issues, Berkeley campus.

-- Joint research with China on the Chinese "Open Cities" program, Berkeley campus.

-- Research on trans-Pacific commodity trade at the commodity level by country and at the macroeconomic policy level, Davis campus.

IX. U.C. EDUCATION ABROAD CENTERS AND PROGRAMS BEING DEVELOPED

A. ASIA AND OTHER PACIFIC

-- Center at Peking University, Beijing, 1986-87. This center is in place.

-- Second Center in Japan, 1987-88

New programs at the two centers will combine language study with computer/business and engineering/science study.

-- Center at Seoul, Korea, 1988-89

-- Center at Jakarta, Indonesia, 1988-89 (serving Indonesia, Malaysia, Singapore and Thailand).

-- Center in New Zealand, 1987-88

-- Additional instructional sites in Australia, 1986-87

B. LATIN AMERICA

-- Center at San Jose, Costa Rica, 1987-88

-- Intensive Language Quarter, Mexico, 1986-87 if possible.

C. CANADA

-- Center at Vancouver B.C., 1987-88.

ATTACHMENT

Inventory of University of California Programs
Related to the Pacific Rim, 1984-85
Preliminary Update, July 1985-January 1986

I. NEW ACADEMIC UNITS ESTABLISHED

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The School will provide professional training for careers in the Pacific Basin in government, business, finance, foundations, journalism, international organizations, research, and consulting.

The School will conduct research to develop understanding of the region as a whole as well as the human and physical elements within it. Research activities will focus on key areas such as trade, security, technology, and development and will address economic, political, social and cultural issues confronting nations in the Pacific Basin.

The School will provide the public with better information and opportunities for contact between Californians and the other peoples of the Pacific region. Public outreach will include briefing sessions, meetings, public lectures, community oriented publications, and programs for primary and secondary schools.

Enrollment will commence in 1987-88, and is planned to reach 400 graduate and postgraduate students by 1991-92.

ATTACHMENT 4

RATIONALE FOR THE CREATION AT UCSD OF A PROFESSIONAL GRADUATE SCHOOL OF INTERNATIONAL STUDIES FOCUSING ON THE PACIFIC BASIN.

Prepared by the Committee on
the School of Pacific Basin International Relations

Submitted to Senate April 12, 1985
Revised June 7, 1985

The Committee sees many advantages in the creation of a UC professional graduate school of international studies focusing on the Pacific Basin at UCSD and strongly supports efforts to do so. Such a school allows the attainment of a number of intellectually important objectives which enlarge the teaching, research, and service functions of the University and its San Diego campus. These may be expressed in the following set of points:

1) The rapid growth of the Pacific Basin as a center of economic, cultural, strategic, and political activity provides a number of challenges and opportunities to the United States, the State of California, and the University.

2) This growth of activity in the Pacific region requires increased knowledge through research, greater educational training of professionals equipped for careers in the area, expanded public knowledge about the Pacific Basin, and greater communication among the peoples of the Pacific Basin.

3) California and the United States lack both sufficient numbers of people properly trained for such careers and educational structures designed for the specific purpose of promoting research and training related to the Pacific Basin. Student demand for training in international studies and employer needs for qualified graduates is rising nationwide.

4) The State of California, and the U.S. generally, have many educational institutions of the highest quality in law and business, as well as many centers specializing in one or another of the countries or regions of the Pacific Basin. However, no school provides students with professional training in management, international relations; an understanding of language, society and culture, and expertise on developments in science and technology.

The traditional professional schools are limited by their various specialized curricula: they do not emphasize international or Pacific Basin concerns. The area studies centers specialize in particular countries or regions, and not the Pacific Basin as a whole. The leading schools of international studies are located on the East Coast and are by tradition oriented toward the Atlantic and Europe. The University of California has no professional graduate school of international relations.

5) A professional graduate school of Pacific Basin International Relations at the University of California, San Diego would allow the realization of many of these goals in professional training, research, and public information. The school would be one important way the University of California could expand its educational mission to help address public needs regarding the Pacific Basin.

6) A UC professional graduate school of international studies would increase the educational opportunity for Californians seeking careers in the Pacific Basin who are unable to afford the private (and mostly Eastern) schools.

7) The creation of a School of Pacific Basin International Relations would benefit the State of California by:

a) providing training for citizens of the State for careers in an expanding area, the Pacific Basin;

b) developing an important resource within the State to serve as a focal point for information, research and education about the Pacific Basin of use to government, business, schools, cultural and scientific organizations, the media, and other citizens of the State of California;.

c) increasing the attractiveness of the State to employers by increasing the pool of employees trained to deal with the Pacific Basin, and by developing an important center of knowledge about that region, and its relationship to the State;.

d) expanding public awareness of the policy issues which confront the state concerning the Pacific Basin;

f) acting as a magnet for foreign nationals, governments, media, businesses and other organizations seeking greater knowledge of and contact with the the State of California and the United States;

g) forging a network among the University of California, government, industry, agriculture, labor, law and other communities in the State around the issues concerning the Pacific Basin.

8) The location of this school at UCSD would bring many advantages to our campus by:

a) encouraging a creative interaction among the various disciplines on the campus - the performing arts and sciences, social sciences and engineering, language and oceanography - around the common goal of understanding the Pacific Basin;

b) strengthening the research and teaching capability of UCSD in international relations, the study of Asia and Latin America, the social science and humanities disciplines, public policy in the sciences, oceanography, medicine, and engineering;

c) expanding UCSD's diversity by adding a significant professional graduate program which strengthens the social sciences and humanities and complements existing campus strengths in the School of Medicine, the Scripps Institution of Oceanography, the Division of Engineering, and the basic sciences;

d) adding new resources to the campus in in the form of faculty, buildings, and library;

e) providing an institutional structure for international relations and management studies at UCSD;

f) strengthening greatly UCSD's linkage to publics in the State, the nation and the world by providing research and training in a vital area and an institutional context for exchange programs with comparable schools and programs in universities throughout the Pacific Basin;

g) adding professional graduate training to balance the rapid growth of undergraduate education;

9) UCSD is the ideal campus at which to locate such a school for several reasons, including:

a) The location of San Diego makes it an appropriate crossroads from which to look south toward Latin America, west toward Asia, and north along the Pacific Coast of the United States and Canada.

b) Strong programs in the Scripps Institution of Oceanography, the School of Medicine, the basic sciences, and the Division of Engineering make UCSD especially well qualified to study the rapid growth of technology and science in the Pacific Basin.

c) The strength of UCSD departments in the social sciences provides a firm foundation for the creation of a professional school drawing on those fields.

d) The rapid growth of UCSD programs in Latin American, Chinese, and Japanese Studies, along with expertise in Melanesia, Micronesia, and Southeast Asia, the systemwide Institute of Global Conflict and Co-operation, and other programs provide a strong base for future growth.

e) The strength of UCSD departments in the performing arts provides the basis for exploring cross-cultural communication and miscommunication in ways relevant to professional training.

f) The absence of professional schools of business and law on the

UCSD campus provides the opportunity for innovative development in professional training without the weight of traditional modes designed for other purposes and conceptions. Similarly, while other UC campuses are strong in the specialized study of various countries or areas of the Pacific, the existing institutions tend to emphasize traditional concerns within each country or region rather than their interaction.

g) Projected growth at the UCSD campus makes it a more appropriate choice for a major new expansion than campuses already fully developed.

10) A professional school of international relations will certainly require resources. These are not large compared to the resources required for many fields and schools. Given the importance of the Pacific Basin and its importance to the State of California and the University, it is hard to imagine a more productive use of those resources.

ATTACHMENT 5

LIST OF UPDATED AND NEW TABLES: PACIFIC RIM INVENTORY 1986-87
As of April 3, 1987

UNIVERSITYWIDE TABLES:		Date
Table 1.	Pacific Rim Languages Taught at UC	update
Table 4	Pacific Rim Language and Area Studies Degree Programs: Number of Students Seeking Degrees (Majors) Universitywide by area; and by campus and area.	update

CAMPUS TABLES		
Table 1.	Pacific Rim Language Offerings-Highest Year Taught	update
Table 2.	Pacific Rim Language Courses & Special Language Study Programs, by campus and language (Replaces old table 2, which will be renumbered table 3.)	NEW

APPENDIXES		
B.	Education Abroad Program Summary	NEW
	EAP Program: Enrollments of U.C. Students	update
	EAP Program: Enrollments of U.C. Students in Programs for Study of Specific Academic Subjects	NEW
C.	U.C. Enrollment of Students from Pacific Rim Countries, Fall 1981 & Fall 1986	update
D.	University Extension Offerings Relating to the Pacific Rim	NEW

Pacific Rim Inventory Table 1. prtbl1
Updated 3/87

PACIFIC RIM LANGUAGES TAUGHT AT U.C.
[Regularly scheduled courses unless otherwise noted]

AREA AND LANGUAGE	UCB	UCD	UCI	UCLA	UCR	UCSD	UCSB	UCSC
EAST ASIA								
Chinese-Modern	X	X	X	X		X	X	X
Chinese-Classical	X	X		X		X	X	
Cantonese	X	X				*		
Mongolian	X			*		*		
Tibetan	X					*	*	
Manchu	X							
Japanese	X	X	X	X		X	X	X
Japanese-Classical	X							
Korean	X			X		*		
SOUTHEAST ASIA								
Malay/Indonesian	X					*		
Indonesian								X
Malay								
Thai	X					*		
Burmese						*		
Vietnamese						*		
Tagalog						*		
						*		
LATIN AMERICA								
Spanish	X	X	X	X	X	X	X	X
Quechua (Andean)			X					
SOVIET UNION								
Russian X	X	X	X	X	X	X	X	X

* Available but not regularly scheduled.

See Campus Tables 2 & 3 for course offerings and other language study.
See Table 4. and Campus Table 4. for listing of Degree Programs.

Pacific Rim Inventory Table 4.

Updated:
2/87

PACIFIC RIM LANGUAGE AND AREA STUDIES DEGREE PROGRAMS*
Number of Students Seeking Degrees (Majors)

UNIVERSITYWIDE ENROLLMENT SUMMARY

PACIFIC RIM REGION	TOTAL MAJORS (Seeking Degrees)			FALL 1986 MAJORS BY LEVEL OF STUDENT				
	1981	1984	1986	UG TOT	GRAD TOT	MA	Doc1	Doc2
I. ASIA, EAST ASIA, SOUTHEAST ASIA	241	253	277	171	106	48	52	6
II. LATIN AMERICA	773	848	864	864	216	117	73	26
III. SOVIET UNION	131	132	164	84	75	16	51	7
TOTAL	1145	1233	1305	1119	397	181	176	39

* These programs are degree programs specifically relating to Pacific Rim languages, area studies and related programs. Pacific Rim related specializations in other disciplinary degree programs (for example, Political Science) are not included because enrollment data are not available. These data do not measure course enrollments.

prtbl4r

Pacific Rim Inventory Table 4.

Updated:
2/87

PACIFIC RIM LANGUAGE AND AREA STUDIES DEGREE PROGRAMS*
Number of Students Seeking Degrees (Majors)

I. DEGREE PROGRAMS RELATING TO ASIA, EAST ASIA, SOUTHEAST ASIA

CAMPUS	NAME OF MAJOR	DISCIPLINE	TOTAL MAJORS (Seeking Degrees) 1981	1984	1986	FALL 1986 MAJORS BY LEVEL OF STUDENT UG TOT	GRAD TOT	MA	Doc1	Doc2
UCB	Oriental Languages	F.Lang.	58	49	40	22	18	2	13	3
	Asian Studies	Area St.	29	36	49	34	15	9	6	0
	(Asian St.)		(NA)	(21)	(15)	(0)	(15)	(9)	(6)	
	(Asian St.-China)		(NA)	(5)	(14)	(14)	(0)	(0)	(0)	
	(Asian St.-Japan)		(NA)	(10)	(20)	(20)	(0)	(0)	(0)	
	Asian American St.	Area St.	4	5	8	8	0	0	0	0
	Buddhist Studies	"	4	7	4	0	4	0	4	0
	S. & S.E. Asian St.	"	22	18	30	8	22	8	12	2
	Asian American St.	Soc.Sci.	0	0	4	4	0	0	0	0
	Subtotal		117	115	135	76	59	19	35	5
UCD	East Asian Studies	Area St.	7	4	6	6	0	0	0	0
UCLA	Oriental Languages	F.Lang.	23	12	0	[See E.Asian Lang/Cult				
	E.Asian Lang/Culture	"	0	2	27	0	27	9	17	1
	Chinese	"	7	10	7	7	0	0	0	0
	Japanese	"	30	26	33	33	0	0	0	0
	Linguistics/Or.Lang	Letters	0	9	1	1	0	0	0	0
	East Asian Studies	Area St.	18	12	12	12	0	0	0	0
	Asian American St.	Soc.Sci.	10	8	16	0	16	16	0	0
	Subtotal		88	79	96	53	43	25	17	1
UCSD	Chinese Studies	Soc.Sci.	13	9	4	4	0	0	0	0
	[See Grad. Schl. Int'l Relations & Pacific Studies]									
UCSB	Chinese	F.Lang.	3	4	5	5	0	0	0	0
	Asian St.	Area St.	13	13	20	16	4	4	0	0
UCSC	Language Studies:	F.Lang.								
	Chinese emphasis	"	0	2	4	4	0	0	0	0
	Japanese emphasis	"	0	11	7	7	0	0	0	0
TOTAL ASIAN LANG/AREA ST.			241	237	277	171	106	48	52	6

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* These programs are degree programs specifically relating to Pacific Rim languages, area studies and related programs. Pacific Rim related specializations in other disciplinary degree programs (for example, Political Science) are not included because enrollment dat are not available. These data do not measure course enrollments.

Pacific Rim Inventory Table 4.

Updated:
2/87

PACIFIC RIM LANGUAGE AND AREA STUDIES DEGREE PROGRAMS*
Number of Students Seeking Degrees (Majors)

II. DEGREE PROGRAMS RELATING TO LATIN AMERICA

			TOTAL MAJORS (Seeking Degrees)			FALL 1986 MAJORS BY LEVEL OF STUDENT				
CAMPUS	NAME OF MAJOR	DISCIPLINE	1981	1984	1986	UG TOT	GRAD TOT	MA	Doc1	Doc2
UCB	Hispanic Lit.	F.Lang.	8	11	17	17	0	0	0	0
	Spanish (American)	"	56	57	49	36	13	5	5	3
	Latin American St.	Area St.	22	36	34	20	14	10	4	0
	Chicano Studies	Soc.Sci.	8	13	26	26	0	0	0	0
	Subtotal		94	117	126	99	27	15	9	3
UCD	Spanish	F.Lang.	60	75	104	74	30	14	10	6
	Mex-Am Chicano St.	Letters	2	4	6	6	0	0	0	0
UCI	Spanish	F.Lang.	86	107	104	68	36	6	20	10
UCLA	Hispanic Lang.&Lit.	F.Lang.	27	27	35	35	0	0	0	0
	Spanish	"	132	128	138	111	27	25	2	
	Span. & Linguistics	"	35	14	27	27	0	0	0	0
	Latin American St.	Area St.	74	55	63	32	31	27	4	0
	Linguistics-Spanish	Letters	7	6	9	9	0	0	0	0
	Chicano St.	Soc.Sci.	3	5	5	5	0	0	0	0
	Subtotal		278	235	277	219	58	52	6	0
UCR	Spanish	F.Lang.	33	31	25	15	10	9	1	0
	Latin American St.	Area St.	0	3	0	0	0	0	0	0
UCSD	Literature-Spanish	F.Lang.	66	64	57	33	24	6	13	5
	Chicano St.-History	Soc.Sci.	1	2	3	3	0	0	0	0
	" " - Lit.	"	0	0	3	3	0	0	0	0
	" " - Society	"	0	0	2	2	0	0	0	0
	Subtotal		67	66	65	41	24	6	13	5
UCSB	Hispanic Civ.	F.Lang.	15	16	13	9	4	4	0	0
	Hispanic Lang./Lit.	"	7	13	15	0	15	0	13	2
	Spanish	"	108	92	78	66	12	11	1	0
	Tr./Interp.-Spanish	"	6	0	0	0	0	0	0	0
	Chicano St.	Soc.Sci.	8	11	2	2	0	0	0	0
	Subtotal		144	132	108	77	31	15	14	2
UCSC	Language Studies Spanish emphasis	F.Lang. "	0	65	31	31	0	0	0	0
	Latin Am. Area St.	Area St.	9	13	18	18	0	0	0	0
TOTAL LAT.AM. LANGUAGE/AREA ST.			773	848	864	648	216	117	73	26

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* These programs are degree programs specifically relating to Pacific Rim languages, area studies and related programs. Pacific Rim related specializations in other disciplinary degree programs (for example, Political Science) are not included because enrollment data are not available. These data do not measure course enrollments

Pacific Rim Inventory Table 4.

Update:
2/87

PACIFIC RIM LANGUAGE AND AREA STUDIES DEGREE PROGRAMS*
Number of Students Seeking Degrees (Majors)

III. DEGREE PROGRAMS RELATING TO THE SOVIET UNION

			TOTAL MAJORS (Seeking Degrees)			FALL 1986 MAJORS BY LEVEL OF STUDENT				
CAMPUS	NAME OF MAJOR	DISCIPLINE	1981	1984	1986	UG TOT	GRAD TOT	MA	Doc1	Doc2
UCB	Slavic Lang. & Lit.	F.Lang.	49	43	58	17	36	1	32	2
UCD	Russian	F.Lang.	16	12	20	11	9	9	0	0
UCI	Russian	F.Lang.	10	14	23	23	0	0	0	0
UCLA	Russian Civ.	F.Lang.	0	8	11	11	0	0	0	0
	Russian Lingusitics	"	0	7	7	7	0	0	0	0
	Slavic Lang. & Lit.	"	49	34	34	4	30	6	19	5
	Subtotal		49	49	52	22	30	6	19	5
UCR	Russian Studies	Area St.	3	2	7	7	0	0	0	0
UCSB	Slavic Lang. & Lit.	F.Lang.	4	8	3	3	0	0	0	0
UCSC	Language Studies Russian emphasis	F.Lang.	0	4	1	1	0	0	0	0
TOTAL SLAVIC LANG./AREA ST.			131	132	164	84	75	16	51	7

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* These programs are degree programs specifically relating to Pacific Rim languages, area studies and related programs. Pacific Rim related specializations in other disciplinary degree programs (for example, Political Science) are not included because enrollment data are not available. These data do not measure course enrollments.

PACIFIC RIM LANGUAGE OFFERINGS: HIGHEST YEAR TAUGHT AT BERKELEY

AREA & LANGUAGE	HIGHEST YR TAUGHT	NAME OF DEPARTMENT OR PROGRAM
EAST ASIA		
Chinese-Modern	3rd yr.	Dept. of Oriental Languages
Chinese-Classical	1st yr.	
Cantonese	1st yr.	
Mongolian	2nd yr.	
Manchu	1st yr.	
Tibetan	2nd yr.	
Japanese	3rd yr.	
Japanese-Classical	Intro	
Korean	3rd yr.	
SOUTHEAST ASIA		
Malay/Indonesian	3rd yr.	Dept. South & Southeast Asian Studies
Thai	2nd yr.	
Intro. to languages of Mainland SE Asia		Dept. Linguistics
LATIN AMERICA		
Spanish	4th yr.	Dept. Spanish & Portugese
U.S.S.R.		
Russian (and East European languages)	4th yr.	Dept. Slavic Languages & Literatures

PACIFIC RIM LANGUAGE OFFERINGS: HIGHEST YEAR TAUGHT AT DAVIS

AREA & LANGUAGE	HIGHEST YR TAUGHT	NAME OF DEPARTMENT OR PROGRAM
EAST ASIA		
Chinese-Modern	4th yr.	Oriental Languages Program, in Dept. of Anthropology
Chinese-Classical	2nd yr.	
Japanese	3rd yr.	
Cantonese	2nd yr.	Asian American Studies Program, in College of AES
LATIN AMERICA		
Spanish	3rd yr.	Dept. Spanish & Classics
U.S.S.R.		
Russian	3rd yr.	Dept. German & Russian

PACIFIC RIM LANGUAGE OFFERINGS: HIGHEST YEAR TAUGHT AT IRVINE

AREA & LANGUAGE	HIGHEST YR TAUGHT	NAME OF DEPARTMENT OR PROGRAM
EAST ASIA		
Chinese-Modern	2nd yr.	Dept. of Linguistics, [non-degree programs]
Japanese	2nd yr.	
LATIN AMERICA		
Spanish	3rd yr.	Dept. Spanish & Portugese, in School of Humanities
U.S.S.R.		
Russian	4th yr.	Program in Russian, in School of Humanities AND UCI Summer Russian Language Institute and Practicum [3 weeks total immersion program, all levels]

Pacific Rim Inventory clprlang updated 3/87
Campus Tables: TABLE 1.

PACIFIC RIM LANGUAGE OFFERINGS: HIGHEST YEAR TAUGHT AT LOS ANGELES

AREA & LANGUAGE	HIGHEST YR TAUGHT	NAME OF DEPARTMENT OR PROGRAM
EAST ASIA		
		Dept. East Asian Languages & Cultures
Chinese-Modern	3rd yr.	
Chinese-Classical	1st yr.	
Japanese	3rd yr.	
Korean	1st yr.*	* Second year to be added in 1987-88.
Mongolian	1st yr.**	** Not currently offered.
LATIN AMERICA		
Spanish	3rd yr.	Dept. Spanish & Portugese
Quechua (Andean)	2nd yr. to Advanced	Dept. Linguistics (Supported by Latin American Studies Center)
U.S.S.R.		
Russian (and East European languages)	4th yr.	Dept. Slavic Languages & Literatures

PACIFIC RIM LANGUAGE OFFERINGS: HIGHEST YEAR TAUGHT AT RIVERSIDE

AREA & LANGUAGE	HIGHEST YR TAUGHT	NAME OF DEPARTMENT OR PROGRAM
EAST ASIA		
No Programs		
LATIN AMERICA		
Spanish	3rd yr.	Dept. Literaturs & Languages
U.S.S.R.		
Russian	3rd yr.	Dept. Literatures & Languages

BERKELEY, 1986-87 New Table 3/87 c2prlang

PACIFIC RIM LANGUAGE COURSES & SPECIAL LANGUAGE STUDY PROGRAMS
[Not included are courses primarily in literature/history/culture]

LANGUAGE/ TEACHING DEPT.	[Semester] Course #	COURSE NAME	COMMENTS
SPANISH			
Spanish &	1-2	Elementary Spanish	Demand for Spanish is high & demand for sections exceeds staffing.
Portugese	1G-2G	Elem Sp.-grad students	
	3-4	Intermediate Spanish	
	8	Spoken Spanish	Lit. classes use original texts.
	14A-B	Individualized Instr.	
	25	Read/Analysis Lit. Texts	
	26	Advanced Spoken Spanish	
	100	Intro. to Sp. Linguistics	
	102A-B	Adv. Grammar/Comp.	
	125	Spanish Phonetics	
	179	Advanced Hispanic Lit	
	301	Teaching College Level Sp.	
	302	Practicum-College Teaching	
	209	Seminar-Hisp. Linguistics	

SPECIAL STUDY

EAP program.
Summer Intensive Workshops for Elem & Intermediate intensive courses (10 units)

Pacific Rim Inventory clprlang updated 3/87
Campus Tables: TABLE 1.

PACIFIC RIM LANGUAGE OFFERINGS: HIGHEST YEAR TAUGHT AT SANTA CRUZ

AREA & LANGUAGE	HIGHEST YR TAUGHT	NAME OF DEPARTMENT OR PROGRAM
EAST ASIA		
Chinese	3rd yr.	Language Studies Program
Japanese	3rd yr.	(B.A. degree is in Language Studies)
SOUTHEAST ASIA		
Indonesian	1st yr.	Language Studies Program (B.A. degree is in Language Studies)
LATIN AMERICA		
Spanish	3rd yr.	Language Studies Program (B.A. degree is in Language Studies)
U.S.S.R.	3rd yr.	Language Program (B.A. degree is in Language Studies)
Russian	3rd yr.	Language Studies Program (B.A. degree is in Language Studies)

Pacific Rim Inventory
Campus Tables: TABLE 2. New Table 3/87 c2prlang

BERKELEY, 1986-87

PACIFIC RIM LANGUAGE COURSES & SPECIAL LANGUAGE STUDY PROGRAMS

[Not included are courses primarily in literature/history/culture]
[Students with some prior experience in the language = "Initiates"]

LANGUAGE/ TEACHING DEPT.	[Semester] Course #	COURSE NAME	COMMENTS
CHINESE Oriental Languages Dept.	1A-1B	Elementary Chinese	Demand for Chinese is growing; adding sections Persistence after 1st yr is significant. Shortage of courses for initiates. Lit. classes use original texts.
	10A-10B	Intermediate Chinese	
	100A-100B	Advanced Chinese	
	101	Readings, Modern Chinese	
	102	Survey, Chinese Lit.	
	161	Structure of Chinese Lang.	
	165	History of Chinese Lang.	
	163	Cantonese Linguistics	
	2A-2B	Intro. Classical Chinese	
Linguistics Dept.	71	Development of Ch. Lang.	
	273	Theo. topics-Ch. Ling.	

SPECIAL STUDY

EAP Program
Inter-University Program for Chinese Language Studies, co-sponsored by U.C.

	[Semester] Course #	COURSE NAME	
JAPANESE Oriental Languages Dept.	1A-1B	Elementary Japanese	Demand for Japanese is growing. Lit. classes use original texts.
	10A-10B	Intermediate Japanese	
	100	Advanced Japanese (Emphasis on writing)	
	101A-B	Readings in Japanese	
	149A-B	Advanced Colloquial J.	
	162	History of the J. Language	
	163	Japanese Grammar	
	123	Intro. to Classical J.	

SPECIAL STUDY (Graduate)

Inter-Univ. Center for Japanese Language Studies Tokyo (grad students), co-sponsored by U.C.

PACIFIC RIM LANGUAGE OFFERINGS: HIGHEST YEAR TAUGHT AT SANTA BARBARA

AREA & LANGUAGE	HIGHEST YR TAUGHT	NAME OF DEPARTMENT OR PROGRAM
EAST ASIA		
Chinese-Modern	3rd yr.	Eastern Languages Program, in Dept. Germanic, Oriental, & Slavic Languages & Literatures
Chinese-Classical	3rd yr.	
Japanese	3rd yr.	
Tibetan	1st yr.	Available through Religious Studies to students with 1 yr. of Sanskrit
LATIN AMERICA		
Spanish	3rd yr.	Dept. Spanish & Portugese
U.S.S.R.		
Russian	3rd yr.	Dept. Germanic, Oriental & Slavic Languages & Literatures

BERKELEY, 1986-87 New Table 3/87 c2prlang

PACIFIC RIM LANGUAGE COURSES & SPECIAL LANGUAGE STUDY PROGRAMS

[Not included are courses primarily in literature/history/culture]

LANGUAGE/ TEACHING DEPT.	[Semester] Course #	COURSE NAME	COMMENTS
ALTAIC LANG Oriental Languages Dept.			
Mongolian	144A-B	Intro. to Mongolian	Demand for Mongolian is small but consistent.
	154A-B	Intermediate Mongolian	
Manchu	177A-B	Intro. to Manchu	
TIBETAN Oriental Languages Dept.	1A-1B	Elementary Spoken Tibetan	Demand for Tibetan is small but consistent.
	164A-B	Elem. Literary Tibetan	
	100A-B	Intermediate Spoken	
	174A-B	Intermediate Literary	
	167	Tibetan Linguistics	
KOREAN Oriental Languages Dept.	1A-1B	Elementary Korean	Demand for Korean is growing.
	10A-10B	Intermediate Korean	
	100A-100B	Advanced Korean	
MALAY/INDONESIAN S.& S.E. Asian Languages Dept.	1A-1B	Introductory Indonesian	Demand for Malay/Indonesian is small but consistent.
	2	1st Yr. Indonesian/Malay	
	100A-100B	Intermediate I/M	
	102	2nd Yr I/M Conv. & Comp.	
	132	Readings-Modern I/M Lit.	
	133	3rd Yr I/M Conv. & Comp.	
	210A-210B	Seminar-Malay Letters & Oral Traditions	
	195D	Supv. Ind. Reading, I/M	
	198D	Directed Group Study, I/M	
	199D	Supv. Ind. Study, I/M	
	15	Exploring the Malay World-Discussion & papers	
THAI S.& S.E. Asian Languages Dept.	1A-1B	Elementary Thai	
	2	Conversational Thai	
	100A-100B	Intermediate Thai	[Int. not offered past 4 yrs; lack of FTE]
	102	2nd Yr Conversational Thai	

Pacific Rim Inventory clprlang updated 3/87
Campus Tables: TABLE 1.

PACIFIC RIM LANGUAGE OFFERINGS: HIGHEST YEAR TAUGHT AT SAN DIEGO

AREA & LANGUAGE	HIGHEST YR TAUGHT	NAME OF DEPARTMENT OR PROGRAM
EAST ASIA		
		Chinese Studies Program
Chinese-Modern	4th yr.	
Chinese-Classical	1st yr.	
Japanese	4th yr.	In Chinese Studies temporarily until estb. of Japanese Studies program.
Cantonese, Mandarin, Korean, Tagalog, Vietnamese, Tibetan, Mongolian, Thai, Malay, Burmese,		These languages are self-study courses from tapes and texts in the language lab for 2-4 units credit via testing. When graduate students in Linguistics familiar with these languages are available, students may receive special tutoring.
LATIN AMERICA		
Spanish	1st and 2nd yr.	Dept. of Linguistics
	3rd yr.	Dept. of Literature
U.S.S.R.		
Russian	1st and 2nd yr.	Dept. Linguistics
	3rd yr.	Dept. Literature

DAVIS, 1986-87

PACIFIC RIM LANGUAGE COURSES & SPECIAL LANGUAGE STUDY PROGRAMS
[Not included are courses primarily in literature/history/culture]

LANGUAGE/ TEACHING DEPT.	Quarter Course #	COURSE NAME	COMMENTS
RUSSIAN	1-2-3	Elementary Russian	Staffing constraints limit availability of sequences.
	4-5-6	Intermediate Russian	
	10	Elementary Conversation	
	101A-B-C	Advanced Russian	
	102	Russian Composition	
	103	Literary Translation	
	104	Scientific Translation	
	105	Advanced Conversation	
	160	Phonology & Morphology	
	202	History of Russian Language	
	204	Descriptive Russian Grammar	
	300	The Teaching of Russian	
			All Lit. classes read texts in original.

DAVIS, 1986-87

PACIFIC RIM LANGUAGE COURSES & SPECIAL LANGUAGE STUDY PROGRAMS

[Not included are courses primarily in literature/history/culture]

LANGUAGE/ TEACHING DEPT.	Quarter Course #	COURSE NAME	COMMENTS
SPANISH Spanish & Classics Dept.	1-2-3	Elementary Spanish	Demand for sections exceeds staffing, and demand for Lit. classes is growing. Lit classes use original texts.
	4-5-6	Intermediate Spanish	
	7A-B-C	Spanish for Sp. Speakers	
	28	Spanish Composition	
	110A-B	Adv. Spanish Composition	
	131	Modern Spanish Syntax	
	132	Intro. to Sp. Linguistics	
	133	Spanish Phonetics	
	300	Teaching Spanish	
	390A-B	Problems in Teaching Sp. at College Level	
		SPECIAL STUDY	
		Intensive Spanish	Sp. 8A-B-C, for 15 units
		Internship in Spanish fieldwork.	Teaching, counseling, translating, interpreting.

DAVIS, 1986-87

PACIFIC RIM LANGUAGE COURSES & SPECIAL LANGUAGE STUDY PROGRAMS

[Not included are courses primarily in literature/history/culture]

LANGUAGE/ TEACHING DEPT.	Quarter Course #	COURSE NAME	COMMENTS
CHINESE Oriental Lang. Program: Anthropology Dept.	1-2-3	Elementary Modern Chinese	Demand & enrollment in Chinese program growing rapidly, including students with no prior background. A Dept. of Oriental Languages is scheduled to start 1990; BA & MA degrees are anticipated.
	4-5-6	Int. Modern Chinese	
	111-112-113	Third Yr. Chinese	
	120	Advanced Chinese	
CLASSICAL CHINESE	11-12-13	Elem. Classical Chinese	
	101	Int. Classical Chinese	
CANTONESE Asian-Am. Studies Program.	1-2-3	Elementary Cantonese	
	4-5-6	Intermediate Cantonese	
		SPECIAL STUDY	
		Chinese Siberia Program for caviar industry.	11 UCD students now in Chinese Siberia. 2 yrs. Chinese prereq.
		UC Summer Session in China 1 mo. in Kunming	For students with no prior language training.

	Quarter Course #	COURSE NAME	COMMENTS
JAPANESE Oriental Lang. Program: Anthropology Dept.	1-2-3	Elementary Japanese	Demand for Japanese studies is growing and will expand further when Oriental Languages Dept. opens in 1990.
	4-5-6	Intermediate Japanese	
	101	Reading/Discussion	
	111	Japanese Composition	
	121-122-123	Advanced Reading/Comp.	

BERKELEY, 1986-87

PACIFIC RIM LANGUAGE COURSES & SPECIAL LANGUAGE STUDY PROGRAMS
[Not included are courses primarily in literature/history/culture]

LANGUAGE/ TEACHING DEPT.	[Semester] Course #	COURSE NAME	COMMENTS
RUSSIAN Slavic Literatures & Languages Dept.	1-2	Elementary Russian	Demand for int. and adv. classes is growing, and persistence after 1st year is increasing.
	3-4	Intermediate Russian	
	13	Russian Conversation	
	18	Russian for Scientists	
	40	Reading Russian-1st Course	
	144A-D	Self-Paced-4 levels	
	102	Readings-Specialized	
	103A-B	Adv. Russian (3rd yr)	
	104	Adv. Russian (1/2 4th yr)	
	120	Adv. Conversation	
	220	Intr. Comparative Slavic Linguistics	
	221	Adv. Comparative Slavic Linguistics	
	301	Slavic Teaching Methods	
GEORGIAN (Dialect)	5	East European Studies 5 Introductory Georgian	Study of this dialect will grow with increased importance of Georgians in Soviet Gov't.
		SPECIAL STUDY	
		Summer Intensive Workshop	Demand for summer intensive is growing.
		EAP program, Leningrad and Moscow.	Competition for slots is keen.
		Russian House: a campus residence for 18 students.	

IRVINE, 1986-87

PACIFIC RIM LANGUAGE COURSES & SPECIAL LANGUAGE STUDY PROGRAMS

[Not included are courses primarily in literature/history/culture]

LANGUAGE/ TEACHING DEPT.	Quarter Course #	COURSE NAME	COMMENTS
CHINESE Linguistics Dept.	1A-1B-1C 2A-2B-2C		Instruction in Chinese began in 1985-86 with 2 sections of 25 ea. Persistence is high. Demand is growing and staff is being added.
JAPANESE Linguistics Dept.	1A-1B-1C 2A-2B-2C		Instruction in Japanese began in 1985-86 with 2 sections of 25 ea. Persistence is high.
		SPECIAL STUDY Japanese intensive program will begin Summer 1987.	

IRVINE, 1986-87

PACIFIC RIM LANGUAGE COURSES & SPECIAL LANGUAGE STUDY PROGRAMS

LANGUAGE/ TEACHING DEPT.	Quarter Course #	COURSE NAME	COMMENTS
SPANISH			
Spanish & Portugese Dept.	1A-1B-1C	Elementary Spanish	All classes are taught in Spanish. Persistence is high. Demand exceeds staffing.
	S1A-1B	Intensive Sp.-First Yr.	
	2A-B-C	Int. Conv/Reading/Comp	
	5	Spanish for Sp. Speakers	
	6	Sp. for Medical Personnel	
	10A-B-C	Advanced Composition	
	11	Spanish Phonetics	
	15	Advanced Listening Skills	
Linguistics Dept.		Additional courses are taught in Linguistics Dept.	
		SPECIAL STUDY	
		Intensive Summer Program first and second yr.	

IRVINE, 1986-87

PACIFIC RIM LANGUAGE COURSES & SPECIAL LANGUAGE STUDY PROGRAMS

LANGUAGE/ TEACHING DEPT.	Quarter Course #	COURSE NAME	COMMENTS
RUSSIAN Program in Russian	1A-B-C	Elementary Russian & Comp.	
	R1A-B-C	First Yr. - Self Paced	For those unable to schedule regular seq.
	2A-B-C	Int. Russian: Read/Oral	
	11A-B-C	Second Yr.-Self Paced	A number of students do translation projects.
	12	Scientific/Techn. Russian	
	100A-B	Third Yr. Russian	
	100C	Hist/Dev Literary Language	
	110A-B-C	Advanced Lit.	
	195	Undergrad Teaching of Russian	
	200	Select. Topics-Linguistics	
	399	Teaching of Russian for TA's.	Lit. classes read texts in original Russian.
		SPECIAL STUDY	
		Translation projects - individual.	Intensive Summer Russian Program is on hold due illness of program director.
		Council on Education Exchange - Leningrad, full academic yr.	

Pacific Rim Inventory
Campus Tables: TABLE 2. New Table 3/87 c2prlang

LOS ANGELES, 1986-87

PACIFIC RIM LANGUAGE COURSES & SPECIAL LANGUAGE STUDY PROGRAMS
[Not included are courses primarily in literature/history/culture]

LANGUAGE/ TEACHING DEPT.	Quarter Course #	COURSE NAME	COMMENTS
CHINESE East Asian Languages & Cultures	1A-B-C	Elem. Modern Chinese	
	2A-B-C	Elem. Mandarin for Speakers of Ch. Dialects	
	11-A-B-C	Int. Modern Chinese	
	12-A-B-C	Int. Mandarin	
	121A-B-C	Advanced Modern Chinese	
	122A-B	Readings-Mod. Chinese Lit.	Literature classes read texts in Chinese.
	113A-B-C	Intro. Classical Chinese	
		SPECIAL STUDY	
		EAP Program	
		COURSE NAME	
JAPANESE	9A-B-C	Elem. Modern Japanese	Dept. is conducting a study of persistence in elementary sequence. Demand for elementary Japanese exceeds staffing.
	15A-B-C	Int. Spoken Japanese	
	19A-B-C	Int. Modern Japanese	
	119A-B	Adv. Modern Japanese	
	129	Intro. Classical Japanese	
	145	Readings-Modern Expository Japanese	Literature classes read texts in Japanese and most of them are conducted in Japanese.
	CM 176	Intro. to Structure of Japanese	
		SPECIAL STUDY	
		Special intensive program will begin Fall 1988.	10 hrs/wk for 3 Q's.

LOS ANGELES, 1986-87

PACIFIC RIM LANGUAGE COURSES & SPECIAL LANGUAGE STUDY PROGRAMS

LANGUAGE/ TEACHING DEPT.	Quarter Course #	COURSE NAME	COMMENTS
KOREAN			
EAL&C	7A-B-C	Elem. Modern Korean	100 students 1986-87.
EAL&C	128	Readings-Modern Korean Literature	Program began 1985-86.
		SPECIAL STUDY	
		EAP Quarter in Seoul to start Sp. 1987.	
		Intensive Elementary Korean program to start Sp. 1987 to help meet demand.	
		Second Year Intensive Summer Program planned to start 1988-89.	
		COURSE NAME	
MONGOLIAN	154A-B	Elementary Mongolian	Not offered in 1987-88

LOS ANGELES, 1986-87

PACIFIC RIM LANGUAGE COURSES & SPECIAL LANGUAGE STUDY PROGRAMS

LANGUAGE/ TEACHING DEPT.	Quarter Course #	COURSE NAME	COMMENTS
SPANISH			
Spanish & Portugese	1-2-3	Elementary Spanish	Enrollments in Spanish are rising. Section size is up but demand still exceeds available staff.
	1G-2G	Reading-for grad students	
	4-5-6	Intermediate Spanish	
	8A-B	Spanish Conversation	
	9A-B	Adv. Spanish Conversation	
	25	Advanced Spanish	
	26	Composition-Sp. Speakers	
	M35	Spanish, Portugese & the Nature of Language	
	107	The Spanish of Southern	
	100A	Intro. Spanish Grammar: Phonology & Morphology	
	100B	Intro. to Spanish: Syntax	
	105A	Int. Spanish Composition	
	105B	Adv. Spanish Composition	
	115	Applied Sp. Linguistics	
	M118A-B	Hist. of Span/Port Phonology, Morphology, Syntax	Lit. classes use original texts.
		SPECIAL STUDY	
		EAP Madrid, Barcelona.	
		Intensive Quarter: Sends students to Guadalajara to live with a family.	For 2nd or 3rd yr students.
QUECHUA		COURSE NAME	
Linguistics Dept.	18A-B-C	Elementary Quechua	Classes are funded by Latin American Center
	119A-B-C	Adv. Readings	
	596	Directed Studies in Quechu	Demand small but steady

LOS ANGELES, 1986-87

PACIFIC RIM LANGUAGE COURSES & SPECIAL LANGUAGE STUDY PROGRAMS

LANGUAGE/ TEACHING DEPT.	Quarter Course #	COURSE NAME	COMMENTS
RUSSIAN			
Dept.Slavic	1-2-3	Elementary Russian	Persistence is good;
Langs& Lits	4-5-6	Intermediate Russian	added special sections
	10A-B-C	Russian Conversation	help meet scheduling
	11-12-13, A-B	Self-Paced Study (with other courses & lab)	problems.
	101A_B_C	Advanced Russian	
	102 A-B-C	Advanced Russian (Difficult texts)	
	107-108-109 A-B	Russian for Social Scientists	
	111A-B-C	Conversation/Composition	Conducted in Russian
	112A-B-C	Adv. Conv/Comp	Conducted in Russian
	121	Russian Phonology	Lit. classes use
	122	Russian Morphology	original texts.

SPECIAL STUDY

Elementary offered in Summer Session.

EAP program, Leningrad.

Tapes of Russian TV

RIVERSIDE, 1986-87

PACIFIC RIM LANGUAGE COURSES & SPECIAL LANGUAGE STUDY PROGRAMS

[Not included are courses primarily in literature/history/culture]

LANGUAGE/ TEACHING DEPT.	Quarter Course #	COURSE NAME	COMMENTS
CHINESE	First Yr. Chinese was discontinued several years ago. With growing enrollments, especially of Asian-American students, demand for Chinese is rising. Dept. of Literatures and Languages has applied to the campus for staff to restart 1st yr. Chinese in 1987-88. A persistence study would be done to determine whether 2nd and 3rd yr. should be offered.		
JAPANESE	Campus has never offered a Japanese program, but there is a growing demand for one. Dept. is following same course of action as with Chinese.		

RIVERSIDE, 1986-87

PACIFIC RIM LANGUAGE COURSES & SPECIAL LANGUAGE STUDY PROGRAMS

LANGUAGE/ TEACHING DEPT.	Quarter Course #	COURSE NAME	COMMENTS
SPANISH Dept. Literature & Languages	1-2-3	Spanish	A high proportion of students study Spanish through 3rd yr.
	4-5-6	Spanish	
	9A-9B	Spanish for Reading Kn.	
	11	Spanish for Professionals	
	25A-B-C	Spanish Conversation	All lit. classes read texts in original.
	27A-B-C	Int. Oral & Written Comp.	
	101A-B-C	Adv. Oral & Written Comp.	
	103	Sp. for Bilingual Classrm	
	105	Phonology of Sp. Lang.	
	106A-B	Structure of Sp. Lang.	
	107	Intro. to Old Spanish	
	108	Hispanic Dialectology	
	163	Sp. Poetry of 20th C.	
	207A-B	History of Sp. Lang.	
	302	Teaching Practicum for TAs	

SPECIAL STUDY

EAP program.

SAN DIEGO, 1986-87

PACIFIC RIM LANGUAGE COURSES & SPECIAL LANGUAGE STUDY PROGRAMS

[Not included are courses primarily in literature/history/culture]

LANGUAGE/ TEACHING DEPT.	Quarter Course #	COURSE NAME	COMMENTS
CHINESE			
Chinese Studies Program	11-12-13	Elementary Chinese	Demand for Chinese is growing.
	21-22-23	Intermediate Chinese	
	111-112-113	Third Year Chinese	
	121-122-123	Fourth Year Chinese	
	163	Intro. Ch. Linguistics	
	181A-B	Intro. Classical Chinese	Lit. Classes read original texts.
	183	Readings in Classical Ch.	
Linguistics Dept.	19	Directed Study.	
		SPECIAL STUDY	
		EAP Program.	
		Exchange programs with 4 U's in the PRC & Taiwan.	
		Intensive summer language & cultural program in China	Offered every 2 yrs.

	Quarter Course #	COURSE NAME	COMMENTS
JAPANESE			
Chinese Studies Program	31-32-34	First Yr. Japanese	Current 1st yr. students expected to show high persistence. Japanese Studies is planned to be offered as a separate program. Campus has attracted 2 endowed chairs in Japanese Studies. Lit. classes read original texts.
	41-42-43	Second Yr. Japanese	
	131-2-3	Third Yr. Japanese	
	141-2-3	Fourth Yr. Japanese	
		SPECIAL STUDY	
		Undergrad: EAP-Tokyo	
		Grad: U. of Tsukuba	
OTHER-ASIAN Linguistics Dept.		Mandarin, Cantonese, Tibetan, Mongolian, Burmese, Japanese, Korean, Vietnamese, Thai, Malay, Tagalog.	Self-Study courses in Language Lab + tests for 2-4 units.

SAN DIEGO, 1986-87

PACIFIC RIM LANGUAGE COURSES & SPECIAL LANGUAGE STUDY PROGRAMS

LANGUAGE/ TEACHING DEPT.	Quarter Course #	COURSE NAME	COMMENTS
SPANISH Linguistics Dept.	31/51	Elementary Spanish	Demand for Spanish is high at all levels.
	32/52	Elementary Spanish	
	33/53	Intermediate Spanish	
	34/54	Intermediate Spanish	
Literature Dept.	10	Lit/Sp.-Readings	Lit. classes read texts in original.
	25	Advanced comp./grammar	
	50	Readings-Lit/Culture	

SPECIAL STUDY

Peru Consortium, 1 Quarter in Lima.
(Co-sponsored by U.C. campuses and U.Indiana)

Summer intensive Spanish:
Lit/Sp 7 (Elem) & 8 (Int.)

SAN DIEGO, 1986-87

PACIFIC RIM LANGUAGE COURSES & SPECIAL LANGUAGE STUDY PROGRAMS

LANGUAGE/ TEACHING DEPT.	Quarter Course #	COURSE NAME	COMMENTS
RUSSIAN Linguistics Dept.	31/36	Elementary Russian	Demand for Russian is increasing, particularly at elementary levels.
	32/52	Elementary Russian	
	33/53	Elementary Russian	
	34/54	Intermediate Russian	
	35/55	Intermediate Russian	
	36/56	Intermediate Russian	
Literature Dept.	101A-B-C	Advanced Russian Lit.	Lit. classes read texts in original.
	140A-B	Special Study Russian Lit	
	141-143	Special Study Russian Lit	

SPECIAL STUDIES

EAP Program - Leningrad
SAN DIEGO, 1986-87

SANTA BARBARA, 1986-87

PACIFIC RIM LANGUAGE COURSES & SPECIAL LANGUAGE STUDY PROGRAMS

LANGUAGE/ TEACHING DEPT.	Quarter Course #	COURSE NAME	COMMENTS
CHINESE German, Oriental & Slavic Languages Dept	1-2-3	Elementary Chinese	Demand and enrollment have risen past 5 yrs. Class size has grown to meet the demand.
	4-5-6	Intermediate Chinese	
	7	Chinese Conversation	
	8A-B-C	Chinese Conversation	
	102A-B-C	Advanced Ch. Conversation	
	105	Workshop-translation	
	120	Readings-Modern	
	122A-B-C	Advanced Modern Chinese	
	124A-B	Readings-Modern Lit	
	125	Business Chinese	
	135	Adv. Reading-Modern Lit	
	136	Adv. Read. Vernacular Lit	
	137	Adv. Read-Vernacular Drama	
	198	Readings in Chinese	
	201	Readings-Selected Texts	
	501	Apprentice Teaching	
CLASSICAL CHINESE	101A-B-C	Elem. Classical Chinese	
	130A-B-C	Int. Classical Chinese	All Lit. classes listed here read texts in original Chinese.
	133	Adv. Read. Classical Prose	
	134	Adv. Read. Classic Poetry	

SPECIAL STUDY

EAP Program.

	Quarter Course #	COURSE NAME	COMMENTS
JAPANESE	1-2-3	Elementary Japanese	
	2A-3A	The System of Kanji	Chinese characters used in Japanese.
	4-5-6	Intermediate Japanese	
	8A-B-C	Japanese Conversation	
	101	Structure-Classical	
	120A-B-C	Readings-Modern Japanese	
	124A-B	Readings-Japanese Lit	
	129	Composition	
	135	Adv. Special Readings	
	198	Guided Readings-topics	
	199	Ind. Studies in Japanese	
	201	Readings-Selected texts	
	501	Apprentice teaching	

SPECIAL STUDIES

EAP Program.

SANTA BARBARA, 1986-87

PACIFIC RIM LANGUAGE COURSES & SPECIAL LANGUAGE STUDY PROGRAMS

LANGUAGE/ TEACHING DEPT.	Quarter Course #	COURSE NAME	COMMENTS
SPANISH			
Spanish & Portugese Dept.	1-2-3	Elementary Spanish	Demand exceeds available staffing.
	4-5-6	Intermediate Spanish	
	8A-B-C	Spanish Conversation	All Lit. classes in Dept are conducted in Spanish
	9A-B-C	Spanish Conversation	
	25	Advanced Spanish	
	40	Sp. for Spanish Speakers	
	101	American Spanish	
	102A-B	Adv. Sp. Grammar/Comp.	
	102C	Adv. Sp. for Communication	For future teachers.
	103	Spanish Pronunciation	
	104	Standard Spanish	
	105	Adv. Spanish Translation	
	108A-B-C	Sp. phonology/lexicography	
	112	Applied Sp. Linguistics	For teachers
	114A-B-C	Spanish Linguistics	
	107	Languages in Contact	
	128	Creative Writing in Spanish	
		SPECIAL STUDY	
	1SS-2SS	Elem. Intensive Spanish	Summer quarter
	3SS-4SS	Int. Intensive Spanish	Summer quarter
		EAP Program.	

SANTA CRUZ, 1986-87

PACIFIC RIM LANGUAGE COURSES & SPECIAL LANGUAGE STUDY PROGRAMS

[Not included are courses primarily in literature/history/culture]

LANGUAGE/ TEACHING DEPT.	Quarter Course #	COURSE NAME	COMMENTS
CHINESE Languages Program	1-2-3	Elementary Chinese	Program is flooded with requests for Chinese. Demand exceeds available staff. Advanced classes read texts in original.
	4-5-6	Intermediate Chinese	
	104	Readings-Chinese Economics and Trade	
	105	Readings-Chinese Lit.	
	106	Readings-Chinese History	
		SPECIAL STUDY	
		EAP Program.	
		Exchange program with Beijing Language Institute	9-12 months.
		Summer language institute on campus.	

	Quarter Course #	COURSE NAME	COMMENTS
JAPANESE Language Studies	1-2-3	Elementary Japanese	Demand and enrollments are rising rapidly. Sections have been added. Advanced classes read texts in original.
	4-5-6	Intermediate Japanese	
	15	Business Japanese	
	103-104-105	Advanced Japanese	
Linguistics Board	187	Structure of Japanese	
		SPECIAL STUDY	
		EAP Program	
INDONESIAN Language Studies	1-2	Elementary Indonesian	Program is 2 yrs old and growing. Demand for int. and adv. has not yet been met.

SANTA BARBARA. 1986-87

PACIFIC RIM LANGUAGE COURSES & SPECIAL LANGUAGE STUDY PROGRAMS

LANGUAGE/ TEACHING DEPT.	Quarter Course #	COURSE NAME	COMMENTS
RUSSIAN			
German, Oriental & Slavic Languages Dept	1-2-3	Elementary Russian	
	4-5-6	Intermediate Russian	
	8A-B-C	Conversation/Composition	
	11A-B	Russian for grad. students	
	15	Intro. to Reading Russian	
	101A-B-C	Advanced Russian	
	102	Russian Composition	
	105	Pushkin	Conducted in Russian
	108	Russian Linguistics	
	123	Russian Poetry Golden Age	
	198	Readings in Russian	Lit. classes read texts in original.
	199	Ind. Studies	
		SPECIAL STUDY	
		EAP Program	
		Pushkin Institute-Moscow	
		Russian House & Russian Club	Funded by participants

SANTA CRUZ, 1986-87

PACIFIC RIM LANGUAGE COURSES & SPECIAL LANGUAGE STUDY PROGRAMS
[Not included are courses primarily in literature/history/culture]

LANGUAGE/ TEACHING DEPT.	Quarter Course #	COURSE NAME	COMMENTS
RUSSIAN Language Studies	1-2-3	Elementary Russian	Persistence in Russian is high and demand for sections is growing.
	1X-2X	Intensive Russian	10 units, 10 hrs/wk.
	4-5	Intermediate Russian	
	103A-B-C	Advanced Russian	
	15	Conversation/Composition	Conducted in Russian
	105	Adv. Readings in Russian - Solzhenitsyn	
		SPECIAL STUDY	
		Summer Language Institute in Russian	All courses offered, plus a graduate course.
		EAP Program.	

SANTA CRUZ, 1986-87

PACIFIC RIM LANGUAGE COURSES & SPECIAL LANGUAGE STUDY PROGRAMS

[Not included are courses primarily in literature/history/culture]

LANGUAGE/ TEACHING DEPT.	Quarter Course #	COURSE NAME	COMMENTS
SPANISH Language Studies	1-2-3	Elementary Spanish	Enrollments and class size are growing. Classroom space is short
	2X-3X	Intensive Spanish	
	4-5	Intermediate Spanish	
	4X-5X	Intensive Int. Spanish	10 units; offered as part of Language Quarter in Mexico. (See Special Study)
	15	Advanced Spanish	
	103	Advanced Sp. Comp/Syntax	
	301	Supervised Teaching of Sp.	For TA's.
		SPECIAL STUDY	
		Language Quarter in Mexico	Live with local family, courses taught by UCSC faculty.
		EAP Program.	
		Medical Spanish	Special course.
		Spanish for Sp. speakers	Elem., Int., & Adv. classes.

EDUCATION ABROAD PROGRAM SUMMRY

preapsum

1985-86 - 1988-89 Actual, Budgeted, Planned

	1985-86 Actual	1986-87 Budgetd	1987-88 Planned	1988-89 Planned
1. COUNTRIES				
Number	7	8	10	14
Names	China Hong Kong Taiwan Japan Australia Peru Mexico	China Hong Kong Taiwan Japan Australia Peru Mexico Costa Rica	China Hong Kong Taiwan Japan Australia Peru Mexico Costa Rica Korea New Zealand	China Hong Kong Taiwan Japan Australia Peru Mexico Costa Rica Korea New Zealand Indonesia Singapore Thailand Canada
2. LANGUAGES				
Number	4	4	5	7
Names	Chinese Cantonese Japanese Spanish	Chinese Cantonese Japanese Spanish	Chinese Cantonese Japanese Spanish Korean	Chinese Cantonese Japanese Spanish Korean Indonesian Thai
3. STUDY CENTERS				
Number	8	12	14	18
4. INSTITUTIONS				
Number	13	18	27	35
5. ENROLLMENTS				
U.C. Students	113	200	331	471
Reciprocity Students	36	40	183	238

Source: Education Abroad Program

EDUCATION ABROAD PROGRAM: ENROLLMENTS OF U.C. STUDENTS preapen
1985-86 - 1988-89: Actual, Budgeted, Planned

Country	Language	Actual 1985-86	Budgeted 1986-87	Planned 1987-88	Planned 1988-89	INCREAS 85-86 To 88-89
CHINA	Chinese	5	19	35	65	60
HONG KONG	Cantonese	4	4	4	4	0
TAIWAN	Chinese	2	2	2	2	0
						0
JAPAN	Japanese	30	31	45	100	70
KOREA	Korean	0	0	30	40	40
INDONESIA	Indonesian	0	0	0	10	10
SINGAPORE	English	0	0	0	10	10
THAILAND	Thai	0	0	0	10	10
AUSTRALIA	English	27	32	38	38	11
NEW ZEALAND	English	0	0	35	35	35
PERU	Spanish	3	3	3	3	0
COSTA RICA	Spanish	0	37	67	67	67
MEXICO	Spanish	42	72	72	72	30
CANADA	English	0	0	0	15	15
TOTAL PAC RIM		113	200	331	471	358
TOTAL EAP		820	937	1155	1275	455
PAC RIM PCT.		13.8%	21.3%	28.7%	36.9%	

U.S.S.R. [Included in Total EAP above]					
Summer Q	0	30	30	30	30
Medical	0	0	6	6	[illegible]
Year	0	0	0	30	3[illegible]
Total USSR	0	30	36	66	66

Source: Education Abroad Program

EDUCATION ABROAD PROGRAM: ENROLLMENTS OF U.C. STUDENTS preapen
1985-86 - 1988-89: Actual, Budgeted, Planned

PROGRAMS FOR STUDY OF SPECIFIC ACADEMIC SUBJECTS

Country	Academic Program	Actual 1985-86	Budgeted 1986-87	Planned 1987-88	Planned 1988-89	INCREASE 85-86 To 88-89
JAPAN:						
	Business/ Computer	0	0	10	30	30
	Science/ Engineerng	0	1	5	30	30
	Peace	0	0	0	10	10
COSTA RICA	Biology	0	25	25	25	25
	Medical	0	12	12	12	12
MEXICO	Intensive Language Quarter	0	30	30	30	30

Source: Education Abroad Program

Pacific Rim Inventory Appendix C prxc
Updated 2/5/87 to Fall 1986

UC ENROLLMENTS OF STUDENTS FROM PACIFIC RIM COUNTRIES, F 1981 & F 1986

	UWIDE	TOTAL	N	Fall 1986 by Campus								
COUNTRY	1981	1986	Chg	UCB	UCD	UCI	UCLA	UCR	UCSD	UCSB	UCSC	UCSF
China	136	612	476	181	83	43	134	11	79	55	19	7
Hong Kong	309	380	71	162	31	26	90	10	31	12	8	10
Taiwan	724	1022	298	290	92	109	287	65	59	89	10	21
Japan	386	362	-24	106	41	26	104	14	26	23	15	7
S.Korea	190	538	348	209	62	57	136	9	20	30	8	7
N.Korea	2	5	3	0	0	0	0	0	1	4	0	0
Philippns	61	101	40	30	16	17	18	4	7	7	0	2
N.Guinea	2	3	1	0	1	0	1	0	0	0	1	0
Indonesia	91	114	23	31	18	24	10	7	12	8	4	0
Fiji	2	1	-1	0	0	0	0	0	0	1	0	0
Singapore	55	99	44	48	1	13	19	2	9	2	5	0
Malaysia	58	92	34	36	11	11	17	4	5	5	3	0
Thailand	44	47	3	10	7	5	13	5	4	1	2	0
Vietnam	91	82	-9	32	0	0	0	1	8	37	4	0
Australia	56	70	14	29	9	2	21	0	3	4	0	2
N.Zealand	21	22	1	9	4	2	3	0	0	3	1	0
Chile	49	51	2	14	10	1	17	0	2	1	5	1
Peru	13	19	6	8	6	1	2	0	1	1	0	0
Ecuador	12	9	-3	1	2	1	3	0	1	0	1	0
Colombia	26	28	2	9	7	1	5	3	0	2	0	1
Panama	7	9	2	1	3	1	2	1	1	0	0	0
Csta Rica	11	25	14	9	6	1	4	0	1	1	3	0
Nicaragua	4	6	2	5	0	0	0	0	0	1	0	0
El Slvdor	5	6	1	4	0	0	2	0	0	0	0	0
Guatemala	8	12	4	3	3	2	2	1	1	0	0	0
Mexico	152	186	34	41	30	15	38	3	38	14	5	2
Canada	234	372	138	142	41	14	78	7	38	32	9	11
U.S.S.R.	13	4	-9	3	1	0	0	0	0	0	0	0
SUBTOTAL PAC.RIM	2762	4277	1515	1413	485	372	1006	147	347	333	103	71
TOTAL FOREIGN	6562	7091	529	2323	875	650	1509	246	565	622	211	90
PACRIM %	42%	60%		61%	55%	57%	67%	60%	61%	54%	49%	79%

Source: IS&S Corporate Student Data Base
Students are classified by home residence address.
This classification does not provide information on residency status.

UNIVERSITY EXTENSION OFFERINGS
Relating to the Pacific Rim
1985-86

PROGRAMS ABROAD.................................... 1

PROGRAMS HERE FOR ASIANS........................... 2

PROGRAMS FOR AMERICANS ABOUT PACIFIC RIM COUNTRIES..... 3

Business/Management
Arts and Culture (Partial List Only)
Languages
General Interest

PROGRAMS ABROAD

Continuing Education in Health Sciences/Dentistry - Japan - UCLA

Workshop on Maintenance Management - UC Berkeley Extension and Center for Management Technology of Singapore:

5-day seminar - Jakarta - April 28 - May 2, 1986
3-day seminar - Singapore - May 8-10, 1986
2-day seminar - Kuala Lumpur - May 5-6, 1986

International Conference on Semiconductor and Integrated Circuit Technology - UC Berkeley Extension and the Chinese Institute of Electronics - Beijing, China October 19-26, 1986.

Study Tours

Wildlife Viewing in India and Nepal	UCD
Comparative Aging - Japan/China	UCLA
Natural History of Papua, New Guinea	UCLA
The Skies of Ancient China	UCLA
Tour to Gifu, Kyoto, Tokyo and Nikko, Japan (outgrowth of Sister-university relationship of Gifu Women's University and UCR).	UCR
Photographic Expedition: China	UCSC
The Natural History of Japan	UCSC

PROGRAMS HERE FOR ASIANS

Advanced Management Program for International Bankers, a three week in-residence program offered in Los Angeles for 30 Korean bankers, taught by UCB and UCLA Business faculty.	UCB
Executive Program in General Management, a one-and-a-half week program offered twice yearly for about 15 Taiwanese executives.	UCB
Seminar on Trends in American Management Strategies, a two-day program for 18 Japanese managers as part of a study-mission.	UCB
Management Development Program for Korean Graduate Students	UCLA
Design Tour of American Interiors for Japanese Students	UCLA

English Language Programs

All campuses offer regular intensive English Language programs for foreign students, a majority of which come from Asian countries. Last year over 1,000 students were enrolled in regular courses; approximately 60% were from Asian countries. In addition to	ALL

regular courses, all campuses offer a wide range of conversational or special programs that combine ESL with other topics.

PROGRAMS FOR AMERICANS ABOUT PACIFIC RIM COUNTRIES

Business/Management

Doing Business with China	UCB
Doing Business with Japan	UCB
Import/Export Opportunities with Australia and New Zealand	UCB
Doing Business with the Four Tigers	UCB
Doing Business in the Pacific Rim	UCLA
Doing Business in the Pacific Basin	UCR
Doing Business in Japan	UCSC
Maquiladora: Business Opportunities with Mexico	UCSD
Form and Presence: The First Order of doing Business with the Japanese	UCSD
Contracts and Relationships: Expectations of the Japanese Business Culture	UCSD

Arts and Culture (Partial List only)

Japanese Prints and the Art of Seeing	UCB
Japanese Marbling: Sumi-Nagashi	UCB
Japan: Essence and Tradition	UCB
China's Brilliant Decorative Arts	UCI
Introduction to Southeast Asian Culture	UCI
Visual Arts of China as a Reflection of the Cultural Heritage	UCI
To California from China: The Chinese Immigrant Experience	UCR
Chinese Life and Customs	UCR
Riverside's Chinese Heritage	UCR
Japanese Gardens and Built Environments	UCSC
Japan Style: A look at Japanese Graphic Design	UCSC
Art and Spirit - East and West	UCSC
Australian Plants for the Central California Garden	UCSC

Cross-Cultural Communication	UCI
Chinese Brush Painting	UCLA
Landscape Planning for Interior Design	UCLA
Japanese Brush Painting	UCLA
Traditional Japanese Textile Techniques	UCLA
Essence of Japanese Design	UCLA
Decorative Arts of Japan	UCLA
Traditional Japanese Architecture and Interiors	UCLA
Japanese Landscape Architecture: Present and Past	UCLA
On Site Tour of American Interiors for Japanese Students	UCLA
An Asian Journey Through Los Angeles	UCLA
East Asian Language and Culture - Archaeology in the Peoples Republic of China	UCLA
Modern China, 1840-1920	UCLA
The Chinese Revolution	UCLA
Japanese Tea Ceremony	UCLA
Age of the Samurai	UCLA
Salesman in Three Cultures: China/Japan/America	UCLA
Behind the Mask: Masculine and Feminine in Japanese Society	UCLA
A Sea of Upturned Faces: 3rd Pacific Conference on Children's Literature	UCLA
Reaching Asian-Pacific Audiences in Southern California	UCLA
Constructive Living: An Introduction to Morita and Naikan Therapy	UCLA

Languages

Almost all campuses offer a wide variety of regular courses in Asian languages as well as conversational language courses. An illustrative partial list follows:

Elementary Chinese
Elementary Japanese
Intermediate Chinese
Intermediate Japanese
Advanced Japanese
Conversational Japanese, Cantonese,
  Korean and Chinese
Chinese for Travelers
Mandarin for Beginners
Intermediate Mandarin
Introduction to Japanese Writing
  Systems: Hiragana, Katakana and Kan'ji
Intensive Summer Language Institutes

General Interest

There are a number of offerings related to cooking and the culinary arts of China, Japan and other Asian countries. There are also programs on Ta'i Ch'i and Herbology.

DIMENSIONS OF INTERNATIONAL STUDIES AT UCLA

The following is a statistical summary of faculty and course strengths in international studies at UCLA. International faculty and courses are defined as those deemed important or critical to the conduct of one of ISOP's area, regional or comparative programs. Center and program directors, curriculum guides, and various reports were consulted in compiling these statistics. Both faculty and courses were further stratified into three categories: Core (C), Supportive (S), and Marginal (M). The summary report is as follows:

FACULTY STRENGTHS (the figure in parentheses is the figure for Core)

	1986
TOTAL International Faculty (C,S,M)	238 (120)
Letters and Sciences	157 (92-3)
Professional Schools, Fine Arts and Health Sciences	81 (27)

By Area	1986
Latin America	45 (20)
Africa	26 (13)
CREES	20 (10)
Near East	33 (23)
Asia	36 (26)
Development	10 (5)
Comparative	69 (23)
TOTAL	238 (120)

COURSE STRENGTHS (the figure in parantheses is the figure for Core)

	1986
TOTAL International courses:	1,157 (591)
Letters and Sciences	939 (473)
Professional Schools, Fine Arts and Health Sciences	218 (118)

By Area	1986
Latin America	191 (135)
Africa	150 (69)
CREES	166 (83)
Near East	184 (108)
East Asia	170 (119)
S.E. Asia	37 (36)
Development	44 (41)
Comparative	215 (0)
TOTAL	1,157 (591)

January, 1987

STATUS OF TEN ISOP FTE ALLOCATED AT ITS INCEPTION TO STRENGTHEN INTERNATIONAL STUDIES AT UCLA

ISOP Faculty FTE Pool, 1986-87

Permanent FTE Appointments

1.0	to Political Science for Leonard Binder (effective 7/1/85)
.67	to History Department for Kendall Bailes (effective 1/1/87; full permanent FTE to be used in subsequent years)
1.0	to the School of Law for Mark Ramseyer (effective 1986-87)
1.0	to the School of Education for an African specialist (appointment during 1986-87)
3.67	total Permanent FTE appointments made through 1986-87.

Permanent FTE Committed and to be Filled in 1987-88

1.0	to Political Science for International Security and Strategic Studies
1.0	to History for Pre-Modern Japan History
1.0	to the Department of Spanish and Portuguese for Latin American Literature
1.0	to the Anthropology Department for China Studies
4.0	total Permanent FTE committed and to be filled during 1987-88.

A total of 3.67 FTE from the pool of ten FTE have been used for appointments in 1986-87, consequently there are 6.33 FTE available for use on a temporary basis during 1986-87.

For Temporary Use in 1986-87

.33	to History for Russian/Soviet Studies, Kendall Bailes (Fall 1986)
1.0	to History for Pre-Modern Japan Studies
.40	to Political Science for International Security and Strategic Studies, Giacomo Luciani
1.0	to the School of Law for Islamic Law Studies, Abdullahi Ahmad An-Na'im
1.0	to the Graduate School of Architecture and Urban Planning for a specialist in Resource-Based Development
.33	to History for Near East Studies, Khosrow Shakeri
.17	to History for Near East Studies, Khosrow Shakeri
.17	to the History Department for Brazilian History, Consuelo Novais Sampaio
1.0	to the Graduate School of Management for International Business, Jose de la Torre
5.40	total Temporary FTE to be allocated; upgrading is expected to be provided to the school/college when the exact level of the appointment is known.

The combined 3.67 FTE for permanent appointments and 5.40 FTE for temporary faculty leaves a balance of .93 FTE in the ISOP pool for 1986-87.

Revision Date: December 1, 1986 ISOP/fte pool

ISOP SMALL GRANTS
1986 - 87

Principal Investigator	Title of Project
ALPERS, Edward A. History	Capital, Commerce and Commodity Production in the Western Indian Ocean 1784-1914
ANDERSEN, Roger W. ESL	Comparative Study of a Caribbean and an African Portuguese Creole
BICK, Kathleen A. Art	Artistic/Cultural Exchange: Focus on China
DOLLAR, David Economics	Labor Productivity in the Chinese Special Economic Zones
FRIEDEN, Jeffry A. Political Science	Five Latin American Borrowers From Borrowing Boom to Crisis
INTRILIGATOR, Michael Economics POTTER, William C. CISA	The Emerging Nuclear Suppliers and Nonproliferation
KATZ, Alfred H. Public Health	Comparative Models of Health Self-Care Programs for the Elderly: Yugoslavia and the US
KENNEDY, Gail Anthropology	Archaeology Investigations at Mozan, Syria
KOLKOWICZ, Roman Political Science	Domestic Sources of Soviet Foreign Policy -- Post-Brezhnev Period
LAKE, David A. Political Science	Toward a Realist Theory of the State
MARVICK, Dwaine SISSON, Richard Political Science	A Workshop-Oriented Database for Studying Modern Electoral Democracies

Principal Investigator	Title of Project
McGEE, Henry W. Law	Law and Planning in Brazil
MITOMA, Judy Dance	Indonesian-UCLA Exchange Program in the Performing Arts
MONKKONEN, Eric H. History	The Declining Rates of Homocide, England and the US, 1850-1980
NEUMANN, Alfred K. Public Health	Family Planning Management Research -- People's Republic of China
OZLER, Sule Economics	Turkish-German Labor Migration
PENCHOEN, Thomas G. NELC	Language Policy in Morocco/ Language Skills Improvement
SAR DESAI, Damodar R. History	India and Southeast Asia, 1947-1984
SPIEGEL, Steven L. Political Science	A Calibrated Approach to Detente/Arms Control Problem
WILBERT, Johannes History	Borderline: An Online Database of Library Materials Treating the US-Mexico Border Region
WILBERT, Johannes History	Remote Sensing of the Orinoco Delta
WORTH, Dean S. Slavic Languages	Comparative Structures of Russian and Serbian Folk Laments

LARGE RESEARCH PROJECTS FUNDED BY GRANTS FROM THE UNIVERSITYWIDE PACIFIC RIM RESEARCH PROGRAM
Initial Year, 1986-87

BERKELEY CAMPUS

1. POLICIES AFFECTING FERTILITY AND AGING: LESSONS FROM CHINA FOR THE PACIFIC RIM COUNTRIES

This project is administered through the Center for Chinese Studies, Institute of East Asian Studies, UCB.
P.I.'s: Donald Minkler, Public Health, UCB; Joyce Kallgren, Pol. Sci., UCD & Center for Chinese Studies, UCB. Project collaborators include the UCSF Institute of Health and Aging, the UCB Demography Group, UCB Center for Chinese Studies, a Chinese collaborator, and Chinese graduate students at UCB. The project is funded for 1 year.

This policy-oriented study will evaluate the biomedical, demographic, social and economic implications for China and other Pacific Rim countries that are experiencing fertility decline and the rapid ageing of the population (e.g., the Philippines, Indonesia, Singapore, and Thailand). In China, the policy of one child per family is being reevaluated and possibly will be relaxed to allow 2 children spaced 8-10 years apart. Chinese concern is growing about the social problems that will result from too rapid a decline in the size of the workforce needed to support the growing aged population after the year 2000.

2. HOW DO THE RECENT FUNDAMENTAL CHANGES IN WORLD MARKETS AND FINANCIAL SYSTEMS ALTER THE CHOICES FOR AMERICAN POLICY AND CORPORATE STRATEGY?

The project is sponsored by the Berkeley Roundtable on the International Economy (BRIE), UCB.
Co-P.I.'s: Stephen Cohen (Planning), Johy Zysman (Pol.Sci.) and Laura Tyson (Economics). The Program funds the first year of this two-year project.

In the first year, the focus will be on U.S.-Asian trade relations. The research will investigate (a) How governments, particularly the Japanese government, have shaped economic developments in Asia. (b) Asian-American trade and competition in two sectors of great importance to California - microelectronics and telecommunications, and how national differences in business-state relations affect international outcomes. (c) Employment impacats of international trade, especially the growing manufacturing imports from Asia, on employment patterns in the U.S. (In year two, the project will investigate the production revolution, international agriculture, and international debt and finance).

DAVIS CAMPUS

3. TRADE AND BUSINESS ORGANIZATION IN THE PACIFIC RIM

The project is sponsored by the Program for East Asian Culture & Development, and the Institute of Governmental Affairs, UCD. Research Team: Nicole Woolsey Biggard, Schl. of Administration; Gary G. Hamilton, Sociology; Peter H. Lindert, Economics; and Kwang-Ching Liu, History. Collaborators: Two research teams, (1) Team headed by Prof. Kao Cheng-shu, Grad. Inst. of Sociology, Tunghai Univ., Taiwan. (2) Team headed by Prof. Wong Siu-lun, Centre for Far Eastern Studies, U. of Hong Kong. The Program is funding one year of this multi-year project.

> Collaborating teams of researchers at UC Davis and researchers in the Far East will investigate the distinctive organizational networks of firms in Japan, South Korea, Taiwan, Hong Kong and Singapore. In the first year of this multiyear project, the goal is to document the firm networks in each of the five countries, to reaggregate economic data to permit grater understanding of the dynamics of Pacific trade, and to investigate the origins and consequences of patterns of firm networks. Ultimately, the researchers hope to anticipate future development patterns in these countries.

IRVINE CAMPUS

4. ECONOMICALLY IMPORTANT PLANTS OF THE PACIFIC RIM

P.I.: Eloy Rodriguez, Dev. & Cell Biol/Ecology and Evolutionary Biology, UCI.
Co-P.I.'s: Franz Hoffman and Don Fosket, Dev. & Cell Biol., and Krishna Tewari, Molecular Biology & Biochemistry, UCI.
Collaborators: Faculty members from the two UCI depts. Involvement of faculty from other Pacific Rim universities is planned. The Program funds the first year of this two-year project. The campus may apply for funding again for the second year.

> The purpose of this biotechnology project is to improve the productivity of certain plants native to the Pacific Rim that are important in Pacific Rim trade between California and the various countries of the Pacific Rim. Plants selected for this research include soybeans, mustards and sunflowers.

5. INFORMATION TECHNOLOGY AND GOVERNMENT IN THE PACIFIC AREA NATIONS

This research will be administered by the Public Policy Research Organization (PPRO) a UCI ORU. Investigators: Kenneth L. Kraemer, Grad. Schl. of Management, & Director, PPRO; John Leslie King, Chair, and Kathleen Gregory-Huddleston, Dept. Information & Computer Sciences. Collaborators: Phase I, archival research: Asian and Pacific Development Centre, a U.N. agency, Kuala Lumpur. Phase II, case studies: Prof. Vincent Lowe, Schl. of Humanities and Center for Policy Research, Universiti Sains, Penang; Prof. Youichi Ito, Inuichi Ito Institute for Communications Research, Keio Univ., Tokyo, Prof. Park, Communications Dept., National Univ., Seoul; and Prof. Juzar Motrivalla, Dir., Systems Science Institute, National Univ. of Singapore. The Program funds the first year of this two-year study. The campus may apply for funding again in the second year.

> The research will examine the hypotheses that (1) Different government policy is crucial to explaining differences in the diffusion of information technology in nations of the Pacific Rim, and (2) Cultural factors are reflected in government policy for promotion of information technology in each country. This research will include consolidation of existing data, and case studies. Scholars at foreign universities will be commissioned to prepare case studies, with the participation of UCI research teams. Developed, newly industrializing, and less developed countries will be included in the study.

LOS ANGELES CAMPUS

6. MOVEMENT OF HIGHLY TRAINED PEOPLE IN THE PACIFIC RIM: IMPACTS OF THE UNITED STATES AND ASIAN COUNTRIES

P.I.'s: Professors William Alford, Law; Lucie Cheng, Sociology & Director, Center for Pacific Rim Studies; Susan Christopherson, Geography; David Dollar, Economics; John Hawkins, Education; John Liu, Comparative Culture: Paul Ong, Urban Planning. Overseas participants (partial list): Professors Yi-yun Chen, Academy of Social Sciences, Institute of Sociology, PRC; Habib Khornker, and Yiu-chung Ko, lecturers, Sociology, National Univ. of Singapore; and Xing-mei Xiong, Institute of Economics, Nankai Univ., PRC. This is a two-year project. The Program will fund both years.

> The study focuses on the movement of highly trained people to the U.S. from various Pacific Rim nations including Korea, China, the Philippines, Singapore, and Taiwan. The study will focus on (1) Measuring the flow of professional and technical workers and students to the U.S., (2) The impact of this flow on American economic activity, especially in California; (3) The implications of this flow for the sending Asian nations; and (4) The impact on overseas investment and technological transfer.

SAN DIEGO CAMPUS

7. ECONOMIC POLICY IN NEWLY INDUSTRIALIZING SOCIETIES. THEORY BUILDING AND CASE STUDIES IN THE PACIFIC RIM.

P.I. Donald Wyman, GSIRPS, UCSD. Investigators: T.J. Cheng, Political Science, UCSD, and Miles Kahler, Graduate School of International Relations and Pacific Studies (GSIRPS), UCSD; and David R. Mares, Pol. Sci. and Donald Wyman, GSIRPS. The investigators will work through seminars with colleagues at other UC campuses, particularly BRIE at UCB and the UCLA International Political Economy Group. THis is a multi-year project. The Program is funding each of the first two years.

> Research will be oriented around two broad research questions and coordinated by the grantees. One area is the interplay among international and domestic factors in the industrialization process and formulation of foreign economic policy. (Mares/Wyman). The second is the question of how industrialization for export affects domestic political systems. (Cheng/Kahler). The concern of this research is to develop a better understanding of the political economy of industrialization and economic interdependence in the Pacific Basin. Theoretical and policy issues will be considered in relation to a developed country (Japan), newly industrailzing countries (South Korea, Taiwan, Hong Kong, Singapore, Brazil, Argentina and Mexico) and the second-tier newly industrializing countries of Malaysia, Indonesia, Colombia, and Chile.

SANTA BARBARA

8. MANAGEMENT OF MARINE RESOURCES IN THE NEW PACIFIC: IMPLICATIONS FOR U.S. POLICY

P.I.: Biliana Cincin-Sain, Political Science, UCSB. Associate investigator: Robert W. Knecht. The investigators are ocean policy specialists. This is a one-year project.

> The major purpose of the project is to analyze how the Pacific Island nations and territories individually are attempting to manage and use the resources in their new ocean zones and how collectively they appear to be dealing with the areas of open ocean that lie between these zones, and to exmaine the range of policy responses available to the U.S. for addressing these developments and issues in three areas: (1) Fisheries, (2) Minerals, and (3) Ocean pollution.

SANTA CRUZ CAMPUS

9. CIRCUM-PACIFIC STUDIES IN TECTONICS AND PALEOCEANOGRAPHY: CONTRIBUTIONS TO A FRAMEWORK FOR ASSESSMENT OF RESOURCE POTENTIAL

P.I.'s: Robert S. Coe, Robert E. Garrison, J. Casey Moore, and Eli A. Silver, of the Earth Sciences Dept. and Institute of Marine Resources, UCSC. Collaborators: In Chile, Dr. Eugenio Valde Benito & colleagues at the Universidad de Antofagasta. In Peru: Dr. Constantino Rospiglioli & colleagues at the Instituto Geologico Minero y Metalurgico, Lima, and the International Ocean Drilling Program. Others are colleagues at the University of Panama and Geographical Institute of Panama; National University of Costa Rica and RECOPE, the national oil company of Costa Rica. Also, Marine Geological Institute of Indonesia; Dr. Liu Chun, Institute of Geology of Academia Sinica, Beijing; Institute of Geology in Lanzhou, Mr. Meng Zifang. Also, Profs. A Taira and K Nakamura, Univ. of Tokyo. This is a multi-year project. The Pacific Rim Research program is funding one year.

The unifying theme of this research is investigation of tectonic and paleoceanographic events along the Pacific margin, particularly as they relate to the genesis and distribution of hydrocarbon and mineral resources. The flow of scientific information during the collaborative projects will directly benefit the countries and the U.S.; the broader implications of findings will circulate within an even wider scientific, economic, and geopolitical audience in the Pacific Rim nations.

Note: The San Francisco and Riverside campuses did not receive awards for large research projects in 1986-87. See separate list of seed projects funded by the $10,000 pilot project grants awarded to each campus.

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CALIFORNIA POSTSECONDARY EDUCATION COMMISSION

THE California Postsecondary Education Commission is a citizen board established in 1974 by the Legislature and Governor to coordinate the efforts of California's colleges and universities and to provide independent, non-partisan policy analysis and recommendations to the Governor and Legislature.

Members of the Commission

The Commission consists of 15 members. Nine represent the general public, with three each appointed for six-year terms by the Governor, the Senate Rules Committee, and the Speaker of the Assembly. The other six represent the major segments of postsecondary education in California.

As of March 1987, the Commissioners representing the general public are:

Seth P. Brunner, Sacramento
C. Thomas Dean, Long Beach, *Chairperson*
Seymour M. Farber, M.D., San Francisco
Cruz Reynoso, Los Angeles
Lowell J. Paige, El Macero
Roger C. Pettitt, Los Angeles
Sharon N. Skog, Mountain View, *Vice Chairperson*
Thomas E. Stang, Los Angeles
Stephen P. Teale, M.D., Mokelumne Hill

Representatives of the segments are:

Yori Wada, San Francisco; representing the Regents of the University of California

Claudia H. Hampton, Los Angeles; representing the Trustees of the California State University

Arthur H. Margosian, Fresno; representing the Board of Governors of the California Community Colleges

Donald A. Henricksen, San Marino; representing California's independent colleges and universities

Harry Wugalter, Thousand Oaks; representing the Council for Private Postsecondary Educational Institutions

Angie Papadakis, Palos Verdes; representing the California State Board of Education

Functions of the Commission

The Commission is charged by the Legislature and Governor to "assure the effective utilization of public postsecondary education resources, thereby eliminating waste and unnecessary duplication, and to promote diversity, innovation, and responsiveness to student and societal needs."

To this end, the Commission conducts independent reviews of matters affecting the 2,600 institutions of postsecondary education in California, including Community Colleges, four-year colleges, universities, and professional and occupational schools.

As an advisory planning and coordinating body, the Commission does not administer or govern any institutions, nor does it approve, authorize, or accredit any of them. Instead, it cooperates with other state agencies and non-governmental groups that perform these functions, while operating as an independent board with its own staff and its own specific duties of evaluation, coordination, and planning,

Operation of the Commission

The Commission holds regular meetings throughout the year at which it debates and takes action on staff studies and takes positions on proposed legislation affecting education beyond the high school in California. By law, the Commission's meetings are open to the public. Requests to address the Commission may be made by writing the Commission in advance or by submitting a request prior to the start of a meeting.

The Commission's day-to-day work is carried out by its staff in Sacramento, under the guidance of its executive director, William H. Pickens, who is appointed by the Commission.

The Commission issues some 30 to 40 reports each year on major issues confronting California postsecondary education. Recent reports are listed on the back cover.

Further information about the Commission, its meetings, its staff, and its publications may be obtained from the Commission offices at 1020 Twelfth Street, Third Floor, Sacramento, CA 98514-3985; telephone (916) 445-7933.

INSTITUTIONAL REPORTS ON PACIFIC RIM PROGRAMS

California Postsecondary Education Commission Report 87-25

ONE of a series of reports published by the Commission as part of its planning and coordinating responsibilities. Additional copies may be obtained without charge from the Publications Office, California Postsecondary Education Commission, Third Floor, 1020 Twelfth Street, Sacramento, California 95814-3985.

Other recent reports of the Commission include:

87-9 Expanding Educational Equity in California's Schools and Colleges: A Review of Existing and Proposed Programs, 1986-87. A Report to the California Postsecondary Education Commission by Juan C. Gonzalez and Sylvia Hurtado of the Higher Education Research Institute, UCLA, January 20, 1987 (February 87)

87-10 Overview of the 1987-88 Governor's Budget for Postsecondary Education in California, Presented to the Senate Budget and Fiscal Review Subcommittee #1 by William H. Pickens, Executive Director, California Postsecondary Education Commission (March 1987)

87-11 The Doctorate in Education: Issues of Supply and Demand in California (March 1987)

87-12 Student Public Service and the "Human Corps": A Report to the Legislature in Response to Assembly Concurrent Resolution 158 (Chapter 165 of the Statutes of 1986) (March 1987)

87-13 Standardized Tests Used for Higher Education Admission and Placement in California During 1986: The Second in a Series of Annual Reports Published in Accordance with Senate Bill 1758 (Chapter 1505, Statutes of 1984) (March 1987)

87-14 Time Required to Earn the Bachelor's Degree: A Commission Review of Studies by the California State University and the University of California in Response to Senate Bill 2066 (1986) (March 1987)

87-15 Comments on the Report of the California State University Regarding the Potential Effects of Its 1988 Course Requirements: A Report to the Legislature in Response to Assembly Concurrent Resolution 158 (Chapter 165 of the Statutes of 1986) (March 1987)

87-16 Changes in California State Oversight of Private Postsecondary Education Institutions: A Staff Report to the California Postsecondary Education Commission (March 1987)

87-17 Faculty Salaries in California's Public Universities, 1987-88: The Commission's 1986 Report to the Legislature and Governor in Response to Senate Concurrent Resolution No. 51 (1965) (March 1987)

87-18 Funding Excellence in California Higher Education: A Report in Response to Assembly Concurrent Resolution 141 (1986) (March 1987)

87-19 The Class of '83 One Year Later: A Report on Follow-Up Surveys from the Commission's 1983 High School Eligibility Study (March 1987)

87-20 Background Papers of the ACR 141 Task Force on Funding Excellence in Higher Education (March 1987)

87-21 Educational Costs in Technical and Professional Fields of Study: A Report to the Legislature in Response to Assembly Concurrent Resolution 38 (Chapter 50 of the Statutes of 1986) (April 1987)

87-22 Update of Community College Transfer Student Statistics, University of California and the California State University, Fall 1986 (April 1987)

87-23 Annual Report on Program Review Activities, 1985-86: The Eleventh in a Series of Reports to the Legislature and the Governor on Program Review by Commission Staff and California's Public Colleges and Universities. (June 1987)

87-26 Major Gains and Losses: Part Two. A Staff Report on Shifts Since 1976 in the Popularity of Various Academic Disciplines as Fields of Study at California's Public Universities (June 1987)

87-27 Faculty Salary Revisions: A Revision of the Commission's 1985 Methodology for Preparing Its Annual Reports on Faculty and Administrative Salaries and Fringe Benefit Costs (June 1987)

87-28 Comments on the Second Draft of the Master Plan for Postsecondary Education, 1987-2002, by William H. Pickens, Executive Director's Report, June 1987 (June 1987)